Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University-San Marcos on 8/15/2024. Last modified on 4/21/2025.

Application Deadline

April 21st, 2025 at 11:59 PM CST (submissions accepted beyond this time at the discretion of the review team)

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for 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 other research purposes.

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 creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and 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.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Primary Applicant's Contact Information

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

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First Name

Patricia

Last Name

Prado-Olmos

Email

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Phone Number

7604732929

Title

Chief Community Engagement Officer

Institution

California State University-San Marcos

Is this application for:

A single campus institution applying for endorsement or a multi-campus institution applying for endorsement of multiple campuses. Note, if this application is for a multi-campus institution, evidence of institutional commitment to community engagement must demonstrate commitment on each campus of the institution.

Is this your second reclassification application?

Yes

Institutional type (check all that apply):

AANAPISI

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HSI
Four-Year Public
Suburban

Mailing Address 1

333 S Twin Oaks Valley Rd

Mailing Address 2

-- empty or did not respond --

City

San Marcos

State

CA

Zip Code

92096-0001

Full Name of Institution's President/Chancellor

Ellen J. Neufeldt

President/Chancellor's Email Address

pres@csusm.edu

Full Name of Chief Academic Officer

Carl Kemintz

Chief Academic Officer's Email Address

ckemintz@csusm.edu

Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)

12701

Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)

1320

Number of Full-Time Equivalent Staff (as reported in IPEDS)

1720

Number of Full-Time Equivalent Faculty (as reported in IPEDS)

402

SECTION 2: Campus, Community, and Community Engagement Context

1. Describe your institution in a way that will help provide a context to understand how community engagement is envisioned and enacted. Include descriptions of the institution and community. If your institution has multiple campuses, please describe each campus for which you are seeking endorsement. **(Maximum 1,000 word count per response below)**

a. Region; founding and history; current institutional mission; institutional culture; types of degree programs; and demographics of student, faculty, and staff populations

Surrounding Community: The region surrounding CSUSM is a mix of urban and more rural areas. It sits on the traditional lands of the Luiseño/Payómkawichum, Kuméyaay/Ipai/Diegueño, Kuupangaxwichem/Cupeño, and the Ívillyuatem/Cahuilla people. In more recent history, San Marcos was largely known for its dairy and poultry farm and the community was supported by farmworkers who shaped San Marcos’s agricultural economy. In recent decades, the area has seen significant urban development, transforming into a growing suburban and urban hub.

Currently, the size of the population is 94,833 with urban areas growing fast. CSUSM reflects the surrounding region's diverse population, with almost 40 percent identifying as Hispanic or Latin American and 22.4 percent of residents being foreign-born. San Marcos includes 25.6 percent under 18 and 13.3 percent over 65, highlighting a wide range of generational needs. The region is also home to 4,456 veterans, making up 4.7% of the population, emphasizing the importance of CSUSM's connection to the veteran community. The university serves 478 student veterans, the highest percentage per capita of any California State University (CSU) campus. In addition, military-connected students make up 10 percent of CSUSM's student body, as the campus is located just a short distance from Camp Pendleton, one of the largest military bases on the West Coast. As a key educational institution in the region, CSUSM contributes significantly to the local economy, fueling more than $458 million into the region each year and supporting thousands of jobs across various industries. CSUSM's mission aligns closely with these regional dynamics by promoting inclusion, advancing social mobility, and addressing the needs of an economically and culturally diverse population through education, innovation, and community partnerships.

Campus Community: The demographics of students, faculty, and staff reflect CSUSM's surrounding area and communities. In Fall 2024, the university enrolled 16,237 students, with 97.8 percent being California residents and 2.2 percent from outside the state. CSUSM is designated as a Hispanic-Serving Institution (HSI) and approaching Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) designation, reflecting its diverse student body. Latinx students make up 51 percent of the undergraduate population with 54.5 percent of students being first-generation college students. In addition, 45 percent of undergraduate students are Pell Grant recipients which highlights the university's focus on supporting low-income students. The university also serves a significant number of first-generation college students, with 26.2 percent of students reporting that their parents had no college education. The diversity at CSUSM extends to the faculty and staff with significant representation from other ethnic groups, contributing to a campus environment that is inclusive and reflective of the communities it serves. 1.4% of CSUSM employees are American Indian/Native Alaskan, 9.6% Asian, 4.1% Black, 27.4% Hispanic/Latinx, 1.0% Native Hawaiian or Pacific Islander, 49% White, and 3.2% are Two or more races. Diverse faculty, staff and administrators help support the university's mission to provide an enriching, culturally responsive education to all students.

Institutional Mission and Culture: Since its founding in 1989, California State University San Marcos (CSUSM) has remained steadfast in its commitment to student success, social mobility, and innovation. These founding values are at the core of the university's mission and guide its efforts in both academics and community engagement in the rapidly growing regions of North County San Diego and South Riverside and Orange Counties. The University's Strategic Plan, the Power of CSUSM, includes Community Partnerships as one of our strategic priorities, including partnering with regional organizations and industries to support engaged learning and research. CSUSM's student body reflects the demographics of the region with a significant proportion of first-generation college students, veterans, and underrepresented communities, while its faculty and staff populations are supported through diverse Faculty and Staff Associations (FSAs), such as the Asian Pacific Islander Desi American Faculty & Staff Association, Black Faculty & Staff Association, Latino Association of Faculty and Staff, and PRIDE Faculty Staff Association. CSUSM is deeply committed to promoting community engagement as a core element of its mission by offering a broad range of degrees, including traditional degrees, professional certificates, and specialized programs such as Border Studies and Cultural Competency in Health certificate

programs which address the unique needs of the region, shaped by its close proximity to the U.S.-Mexico border and its diverse populations. CSUSM prioritizes creating meaningful community partnerships, as evidenced by initiatives like the Forward Together fundraising campaign, which raised over $55M to fund projects aimed at preparing future leaders, building sustainable communities, and addressing critical issues. Programs like the Wildfire Research and Education program, supported by Cal Fire, reflect the university's collaborative approach to addressing regional challenges.

b. Leadership priorities, vision, and strategic plan, initiatives and other features that shape and distinguish the institution, particularly as they relate to community engagement

Leadership priorities, Vision and Strategic Plan: President Ellen Neufeldt joined CSUSM in July, 2019. She immediately began a listening and learning tour of campus constituents as well as community partners. Among the many grounding characteristics that define CSUSM, President Neufeldt heard repeated commitment to and examples about the many ways in which CSUSM engages with the regional community. Engagement and partnership with the community is pervasive across campus and takes many forms – from memberships in multiple chambers of commerce, to expansive service-learning opportunities, deep connections with K12 schools that serve as learning sites for student teachers, social work and public health students, and expanding internship opportunities with industry partners particularly in the biotech and engineering fields.

President Neufeldt affirmed the campus commitment to community engagement. She joined the board of the Coalition for Urban and Metropolitan Universities as well as select boards in the regional community that enhance and deepen CSUSM’s partnerships. President Neufeldt also charged the campus, led by the Provost, to engage in a strategic planning process that resulted in an updated strategic plan where Community Engagement is a featured strategic priority. Furthermore, President Neufeldt guided the campus to adopt an organizing student success framework, the Cougar Life Cycle, that supports and shapes student and family engagement and learning experiences with the University. The Cougar Life Cycle highlights the ways in which learning experiences build upon each other to support students reaching specific milestones that lead to academic success as measured by attaining a four-year degree and beyond. The life cycle includes eight steps, from pre-enrollment through retention and student engagement and then on to graduation and post-baccalaureate achievement.

As a Carnegie-classified community-engaged university, CSUSM emphasizes mutually beneficial partnerships to achieve its educational mission and serve regional communities. The institution values the diverse knowledge, cultures, and traditions within its region, positioning itself as a driver of regional economic development and a cultural resource. The 2023-2028 POWER of CSUSM 5-Year Strategic Planning Initiative addresses equitable access and opportunity through a dynamic planning process involving annual reviews and emphasizing faculty input in decision-making and resource allocation. The planning process included a strategic planning committee and various stakeholder groups, ensuring broad campus input from diverse representatives, including faculty, staff, students, and community leaders.

The Power of CSUSM Strategic Plan has a strong emphasis on community engagement as a core value. As a regional anchor institution and engine of transformative knowledge, community

engagement is a commitment to building a stronger and more vibrant region by connecting the University to surrounding communities in mutually beneficial ways. A strategic process whereby we build and sustain relationships with educational institutions, industry sectors, community organizations, alumni, and individuals that support student learning, university development, faculty research while also addressing community-based issues. Goal 5 of the strategic plan, outlined below, captures the institutional commitment to community engagement.

Power of CSUSM – Goal 5 – Achieving our Vision Through Community Partnerships
Objectives
5.1 Collaborate with community partners to innovate and address real-world challenges and create sustainable social change.
5.2 Collaborate with community partners to achieve inclusive growth and economic development.
5.3 Partner with climate crises problem-solvers to mitigate climate change and promote social justice.
5.4 Partner with community to provide relevant and engaged learning, research, service and civic engagement opportunities.
5.5 Develop a strong pipeline of philanthropic support for CSUSM among regional, state and national stakeholders.
5.6 Serve as a university of place and destination for intellectual, athletic and cultural enrichments for our region.
5.7 Strengthen connections to the diverse and distinctive communities of our region to advance partnerships, access and success.
Community Engagement Structure: Since the last classification, CSUSM's leadership has made significant strides in enhancing its community engagement efforts. In 2021 the Division of Community Engagement was restructured and elevated into the President’s Office. Reporting directly to the President, our newly named “Community Relations & University Engagement (CRUE)”, places CRUE alongside the Office of Inclusive Excellence and the Office of Communications. The restructure was undertaken to enhance a deeper integration of various “engagement” offices throughout the University, such as Service Learning, Internships and Civic Engagement. Additionally, elevating CRUE into the Office of the President allowed greater focus on building, fostering and cultivating partnerships across the region. Further, cross-university collaborations were supported with the authority of the Office of the President behind the initiatives. As a result, university-wide outreach efforts, including government relations, community-engaged scholarship (CES), tribal engagement, and The Alliance—a collaboration with twenty-four local school districts to facilitate pathways to college access and success—have been streamlined. Moving forward, there are plans to explore new initiatives, such as potential connections between economic development and community engagement in the newly created Innovation Hub, a nexus for social innovation providing a wide array of opportunities for the community. These changes demonstrate CSUSM’s commitment to prioritizing strategic alignment of resources to strengthen community engagement.

c. Describe the communities to which the institution is accountable to, including community characteristics, community priorities, and the relationship of the community to the institution

As mentioned above, our surrounding community is metropolitan in nature. CSUSM is the only public four-year university serving North San Diego, Southwest Riverside, and South Orange

counties. Most of our enrolled students live in these counties and 80% of our graduates remain in the region. CSUSM prioritizes community engagement through partnerships with local industries, businesses, organizations, and civic groups. Community engagement and community engaged learning opportunities are part of our strategic plan. CSUSM maintains programs, initiatives, community engaged research relationships, community engaged learning-based relationships across our service region. As such, we listen very carefully to community needs as they are communicated through various means. We've held industry and non-profit partner forums to inform our academic program development, we actively participate in numerous Chambers of Commerce and the Southern California Professional Development Federation which gathers over 20 regional public-school districts on a monthly basis. Our community engaged scholarship program provides small seed grants to faculty interested in developing community relationships to learn more about and offer their expertise to address community needs. A major priority includes focusing on local educational opportunities and workforce development, since 80% of graduates stay in the region. The university maintains strong ties with the community through various centers and initiatives, contributing significantly to local economic and social well-being.

To further address community priorities, collaborations such as the San Diego Regional Economic Development Corp.'s Advancing San Diego Initiative, the San Diego North Economic Development Corp., and TrueCare's health services focus on regional workforce and health needs, while programs like the Scholars in Wellness and Innovation Fast-Track (SWIFT) Health Programs and the Distinguished Teacher in Residence initiative directly support education pipelines. Additional partnerships, including the CSUSM Innovation Hub and its collaboration with Grann Pharmaceuticals, Alcheme Bio, and others, as well as Presidential Advisory Councils, further amplify CSUSM's role in advancing economic, educational, and social well-being in the region.

2. Describe the institutionally sanctioned definition of community engagement and related terms. **(Maximum word count: 500 per response below)**

a. List the terms and definitions here that provide the institutional standards for community engagement. Provide context for the creation of the definition and standards of high-quality community engagement, including how it was determined and approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus in relation to your last classification? If the definition of community engagement has been refined/revised since the last classification, describe the rationale, process of change, and the extent to which the revision has had an impact. Additionally, you can provide a website link where the institution-wide definition of community engagement appears. You may skip "b" below if you answer "a" here. Proceed to "b" if unable to answer "a".

Community Engagement is defined as a partnership between the university and its surrounding

communities to collaboratively address societal challenges, improve educational opportunities, and build strong, sustainable relationships. Since our initial classification in 2006, CSUSM 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." Furthermore, we define Community Engaged Scholarship (CES) as centered on a mutually beneficial collaboration between the university and a community partner outside the academy. The purpose of the collaboration is to bring together the specialized knowledge of the university with the specialized knowledge of the community to generate new knowledge that is applied to solve critical issues of interest to both. CES meets the needs of the community partner as defined and expressed by the partner, with measurable outcomes. The collaborative work is characterized by robust participation by both the university and community partners and results are disseminated to all partners and beyond.

Terminology:
- Community refers to organizations, entities, or individuals outside academia.
- Engaged describes a partnership between the university and community members based on mutual respect, shared responsibility, and community-driven goals. All partners are equitably involved, and outcomes are mutually beneficial.
- Scholarship refers to inquiry using appropriate methodology to address community-identified questions, contributing to knowledge and yielding both peer-reviewed products and community-relevant outcomes that wouldn't exist without academic input.

Determining high quality community engagement: Through our Incentive Grants program, community engaged project proposals by faculty across campus must state how their project: (1) demonstrates a mutually-beneficial, reciprocal relationship (both partners share tasks through all stages of the project and both benefit from the outcome); (2) demonstrates a contribution to the public good (defined below); and (3) enhances the mission of the university in the creation, transfer and/or application of knowledge.

The term “public good” reflects a commitment to civic engagement and social responsibility, emphasizing service to and protection of societal well-being. It implies a moral obligation for individuals and institutions to address social problems, as outlined in Higher Education for the Public Good: A Report from the National Leadership Dialogues.

These terms and definition were shaped through an inclusive strategic planning process that involved faculty, staff, students, and external stakeholders. The definition is embedded in the university's mission and is a cornerstone of its approach to both academic excellence and community impact. The process of developing this definition was participatory, ensuring that the university's diverse regional needs and perspectives were reflected. The definition guides CSUSM’s strategic initiatives and is a key component of the university’s community engagement efforts.

b. If your campus does not have an institutional definition of community engagement, are there definitions and standards provided within a unit or division that are used to define community engagement? If so, list the terms and definitions for high quality community engagement. If you answered “a”,

skip.

-- empty or did not respond --

3. Describe how the institution ensures that students, faculty, staff, and community partners have equitable access and opportunity to community engagement activities and partnerships. Equitable access and opportunity require focused efforts to address systems and structures that create barriers to participation. **(Maximum word count: 500 per response below)**

a. Describe the relevant contexts—both within the institution as well as beyond (local, regional, national)—that shape how equitable access and opportunity in community engagement is defined, discussed, planned, enacted, and held accountable on your campus.

CSUSM ensures equitable access to community engagement through a variety of programs, policies, and structures designed to eliminate barriers and promote inclusivity. Internally, the university emphasizes inclusivity through its CRUE office, service-learning opportunities, internships, faculty-student research and faculty grants that encourage community-engaged scholarship. The deep range of partnerships with industry sectors, non-profit organizations, small businesses, sovereign tribal governments, schools, as well as other organizations, represent the diversity of the region as well as the CSUSM student body. Offices that manage formal engagement opportunities utilize processes and arrangements designed to be partner-friendly and inclusive while also maintaining all obligations for a safe and equitable learning environment for CSUSM students.

The Office of Inclusive Excellence partnered with the Administrative Review Office to convene an Administrative Policy Equity Review Committee (APERC). APERC is an advisory body that reviews our university’s administrative policies with an equity lens while also ensuring that all members of our campus community are represented in decision-making regarding the review and creation of policies on campus. APERC conducted a recent review of the CSUSM Food Service Policy that allows for broader consideration of hiring vendors as needed for celebrating cultural, unique, and specialty foods as part of the campus’ commitment to Inclusive Excellence.

Currently, a Service Learning policy is in place that specifies the need to ensure that special accommodations are provided to individuals with disabilities when participating at a service learning site.

CSUSM’s campus-wide strategic plan contains two related goals for achieving our vision through Diversity, Equity, and Inclusive Excellence (Goal 3) and Community Partnerships (Goal 5). Below

is the definitions provided in the strategic plan for each goal and the related underlying objectives that describe how the campus is committed to ensuring equitable access and opportunity in community engagement.

Goal 3: We commit to every student - especially those who are from historically underserved communities - that they are welcome here, belong here, and will succeed here in this rigorous and challenging academic environment. As an actively anti-racist institution, we dismantle systemic barriers in ways that nurture the well-being of all members of our campus community
- Objective 3.7: Apply the power of our diversity to create unique solutions and innovations, while engaging the campus and community in creating a more inclusive and environmentally sustainable future.

Goal 5: As an anchor institution and Carnegie classified community-engaged university, we engage in mutually beneficial partnerships to achieve our educational mission and serve our regional communities. We value and respect the deep knowledge, cultures and traditions contained in the diverse communities of our region. We embrace our role as a driver of regional economic development and an intellectual and cultural resource through partnerships that help improve quality of life, protect our environment, make our community stronger and support a sustainable future for generations to come.
- Objective 3.7: Apply the power of our diversity to create unique solutions and innovations, while engaging the campus and community in creating a more inclusive and environmentally sustainable future.

b. Describe institutional systems and structures that address equitable access and opportunity in community engagement for students, faculty, staff, and community partners. This may include, infrastructure, programs or initiatives, policies, procedures and practices,staffing, office, finance, network or coalition of centers, campus climate survey, hiring/recruitment etc.

The formal offices that support community engagement as CSUSM are located in three areas of the university – the Office of the President, Academic Affairs and Student Affairs. This structure supports student access and opportunity to community engaged learning opportunities as well as support into their first career or graduate school. Guided by the Cougar Life Cycle framework, the offices are located in areas that also host other programs at key milestone in the Life Cycle. For example, the Office of Undergraduate Studies also houses First Year programs. Strong First Year programs are critically important to assure the transition and persistence success of CSUSM students, the majority of which are first-generation to attain a four-year degree.

Border Region Talent Pipeline – K16 Collaborative: CSUSM received a grant through a San Diego/Imperial Counties collaborative to focus on college and career pathways in high need industries. Three academic colleges are part of the grant work that involves collaboration with community partners to support student community engaged learning. The University participates in a paid summer internship program, Advancing San Diego, administered by the K16 Collaborative. High career need academic programs such as business and engineering are reviewed by industry leaders to become a “verified program” that meets certain industry standards for knowledge and skills. All students enrolled in the academic major that is a “verified” program are eligible to apply for summer internships.

Campus Climate Surveys: The university periodically administers a campus climate survey. Results from the survey are analyzed and shared with the campus community through reports posted on the website and at open sessions designed towards maximizing transparency about the results and actions the campus is taking towards improving campus climate. A standing Campus Climate Actioning Workgroup is charged with continually recommending and implementing actions that will contribute to a more positive campus climate overall.

Since our last certification, we have launched two new mechanisms for faculty and students to incorporate community engagement into their academics and scholarship: (1) Community Engagement Certificate for students and (2) Funding for faculty focused on “Building Partnerships."

The Community Engagement Certificate for students was designed by a group of faculty from numerous departments to support and acknowledge students’ experience and skill sets in working with community partners. The certificate can be earned through a series of four courses including an introductory course on community engaged theory and practices, community-based learning courses in the students’ academic major and a culminating experience.

The Building Partnerships Internal Grant emerged from faculty feedback gathered by the Faculty Director for Community Engaged Scholarship. CSUSM has sustained a small seed grant program to support faculty who have a new or developing community engaged scholarship project with regional community partners. Faculty interested in CE research report they needed support to meet and engage community members, organizations and potential partners to develop the knowledge, trust and depth of familiarity needed for community engaged work.

c. Describe how the campus ensures that community partners have “significant voice” and input into institutional or departmental planning and collective goals.

CSUSM has a long history of including community voices in planning and collective goals. Indeed, the University was first established as a satellite campus of San Diego State University through the efforts of students, community members and the leadership of State Senator William Craven. Community members then turned their efforts to establish a four-year University in the region and Cal State San Marcos was established in 1990.

The campus’ most recent strategic planning process included multiple engagements and opportunities for community and industry partners to weigh in on the priorities and goals. Many academic programs have been established as the result of community and industry demand and support such as engineering. The university has utilized the practice of convening summits or stakeholder conversations to bring together industry and community partners around ideas for future academic programs. One such convening was held in the fall 2024 to discuss the possible development of systems and industrial engineering – the convening was attended by over 50 individuals representing companies such as Qualcomm, Viasat, Hunter Industries and others.

We also cultivate community partner input and advice through numerous Presidential advisory councils such as the Military Advisory Council, the Native Advisory Council, the Coalition for Black and African American Education, and the University Council. Each of these councils seats between 15 to 40 community members drawn from a diverse geographic region, as well as a

range of industries, education, healthcare and non-profit leadership. Furthermore, each academic College maintain an advisory council and some high demand academic programs are supported by an advisory council.

We also support active participation in numerous local and regional Chambers of Commerce and Economic Development groups. CSUSM works diligently to maintain an active presence at over 100 community events on an annual basis. In all of these spaces we listen carefully to community input while also sharing the latest developments and initiatives at the University.

As important as the opportunity to hear from community partners is, the university makes a concerted effort to assure that our stories, successes, challenges and future direction are shared with the community. The President's Annual Report to the Community is one of north county San Diego's premiere gatherings for hundreds of industry, military, k-12 school, community college, and non-profit partners. During the event, CSUSM honors one or more Community Partner(s) of the Year and the university President provides an update on relevant and impactful initiatives, programs and partnerships. CSUSM has held over twenty-five Report to the Community events and is always eagerly anticipated.

d. Describe the resources made available to community partners that support community engagement (e.g., professional development, compensation, materials, space, acknowledgement, awards).

CSUSM offers a variety of resources to support community partners in their engagement efforts. Each year, the Department of Service Learning hosts events like the Service Learning Community Partner Fair in September and February. These fairs provide an opportunity for students to meet with community partners and join them in fulfilling their service-learning requirements. In November, the university hosts the Community Partner & Faculty Mixer, which facilitates connections between faculty and community partners. This event includes a lunch, during which the Service Learning Department shares information about the students, the structure of service learning courses, and gathers feedback from community partners and faculty for continuous improvement. This mixer also offers a chance for participants to discuss current and future collaborations, promoting strong, mutually beneficial relationships. CSUSM recognizes the importance of community partners in educating students about current issues and inspiring future community leaders. These events help partners by increasing the visibility of their organizations on campus and in the community, providing extra support for student volunteers, and offering potentially long-term volunteer or hiring opportunities. In addition, community partners can collaborate with faculty on research projects. In May, the university celebrates the contributions of students, faculty, and community partners involved in service learning through the Service Learning Showcase and Awards. This event features student poster presentations and awards for outstanding achievements in service learning. The Outstanding Community Partner Award, for example, honors partners who collaborate with faculty and students to provide meaningful service learning experiences. Nominations for this award can come from faculty, students, or the community partners themselves. Additionally, the Infinity Lab, located in the Innovation Hub, is a state-of-the-art research facility offering affordable laboratory bench space to community partners. In exchange, partners commit to providing CSUSM students access to internship and work experience alongside their employees in the lab. Students participate in hands-on research with bioentrepreneurs working on treatments for cancer, neurodegenerative, and immunological diseases, for example. Co-working spaces,

conference rooms, and high-speed internet are provided to lab tenants as well. These resources, spaces, and events ensure that community partners receive the support, recognition, and opportunities needed to enhance their engagement with CSUSM and contribute to the university's mission of fostering community development and student growth.

e. In what ways does the campus collect information from partners to ensure accountability to the community—in particular reciprocity, mutual benefit, and respect?

CSUSM collects information from community partners to ensure accountability, particularly in reciprocity, mutual benefit, and respect, through the S4 database, which serves as a well-structured and accessible resource for students and faculty. The first process is the Request to Initiate Partnership Form, which community partners must complete to formalize their partnership with the university. This form ensures that partnerships are documented while requiring partners to identify at least one service-learning opportunity for students. By establishing clear expectations, this process helps create mutually beneficial relationships between the university and its community partners.

The S4 database allows faculty and students to view available partnership opportunities and connect with community organizations, ensuring that engagement remains sustainable and accountable. The university also systematically collects data on community engagement through service-learning and internship courses. This data includes the number of students enrolled in such courses, the faculty involved, and the departments participating. Reports are generated from this data to track engagement and assess the impact of our academic-community partnerships.

In addition to the S4 database, CSUSM facilitates ongoing dialogue with community partners by hosting a recurring drop-in Zoom session held on the first Friday of each month. This initiative, which has been in place for several years, provides a dedicated space for community partners to share feedback, discuss mutual benefits, and identify necessary changes. These meetings serve as a valuable opportunity for ongoing engagement and ensure that community voices remain central to the university's community engaged partnership efforts. Valuable feedback is gained and shared with internal partners including academic department chairs, faculty, student affairs staff and others as needed and appropriate.

4. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (ie., center, office, network or coalition of centers, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and its reporting line.

a. For Re-Classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement. Provide any relevant links that support the narrative. (Maximum word count: 500)

In 2020, the University undertook a reorganization effort in the area of Community Engagement. The previous division of Community Engagement under the leadership of the Vice President of Community Engagement was distributed throughout the University to be more embedded within the divisions that aligned with the service content. The mission of community engagement as CSUSM has not changed – we are committed to mutually beneficial relationships with community partners that impact the greater good. Furthermore, the current strategic plan highlights Community Partnerships as a strategic priority. Community partnerships are regarded as an integral part of student success; indeed, the President has indicated that she'd like every student to have at least one community engaged learning experience during the course of their academic career at CSUSM be it service learning, an internship, a research experience or some other type of engaged learning. It is expected that we are expanding opportunities for students, faculty and community partners.

The formal offices that support community engagement at CSUSM are located in three areas of the university – the Office of the President, Academic Affairs and Student Affairs. This structure supports student access and opportunity to community engaged learning opportunities as well as support into their first career or graduate school.
- Community Relations and University Engagement (Office of the President)
Personnel: Chief Community Engagement Officer (Presidential Cabinet), Executive Affairs Specialist, Executive Director of Community Relations, Faculty Director for Community Engaged Scholarship, Tribal Liaison
- Service Learning & Civic Engagement (Office of Undergraduate Studies, Academic Affairs)
Personnel: Dean of Undergraduate Studies, Faculty Directors for Service Learning and Civic Engagement, Associate Director of Experiential Learning
- Office of Internships (Career Center, Student Affairs)
Personnel: Career Center Director, Associate Director of Internships and Partnerships, Career & Internship Support Specialist (CoBA Liaison), Internship Coordinator

Together, these offices provide front-door offices to students and community partners for community engaged learning opportunities or deepened university-community partnerships. The offices maintain websites with access and intake information and regular office hours to assure access to students, faculty and community partners. Additionally, the Career Center hosts an Internship Fair each semester that welcomes community partners to campus to engage with students about internship opportunities in their organization. Service Learning and Civic Engagement also host special student-focused events to share information and opportunities with students and faculty.

The Chief Community Engagement Officer reports directly to the President as did the VP for Community Engagement and continues to maintain a place at the executive leadership group, the President's Administrative Team (PAT). CRUE maintains offices, permanent funding allocations and staff.

b. Describe the most recent internal budgetary allocations dedicated to supporting institutional engagement with the community, and what has changed, if anything, with the budgetary allocations since the last classification. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement. (Maximum word count: 500)

When the division of Community Engagement was reorganized, the division budget was divided among the various units according to staff salaries and operational budget needs. While some staff and two administrators were reassigned to new areas of responsibility, no staff were dismissed from their position. Salary savings, absorbed centrally, were realized by the personnel reassignments.

CRUE holds the responsibility for institutional engagement. CRUE receives an annual base allocation to support salaries and operations as well as rollover one-time funds created from previous years unspent base allocation. To date, CRUE has maintained sufficient funding to support strategic activities and engagements in the regional community such as chamber of commerce and EDC memberships, University participation at numerous community events, support for community engaged scholarship and special initiatives.

The following illustrates recent budget allocations for the years 2019/20 to 2024/25. CRUE receives a recurring, base allocation as well as carry-foward, one-time funds. In other words, what is not spent in a given fiscal year is reallocated to CRUE the next fiscal year as carryforward, one-time funds.

For fiscal year 2019/20, the division of Community Engagement’s base recurring funds totaled $1,829.001.00. For fiscal year 2020/21, the division was reorganized and base recurring funds were a total of $1,137,261.09. The following year, 2021/22 saw an increase in one-time funds due to the pandemic and virtual working environment. We did not attend any in-person, face to face events in 20-21 so our carryforward one-time funds increased. In 2021/22, the base allocation was $863,516.00, one-time fund allocation was $273,745.09 for a total of $1,112,261.09. For fiscal year 2022/23, the base allocation was $772,556.28 due to an across the board budget reduction, and the one-time fund allocation was $339,539.33 for a total of $1,112,095.61. For fiscal year 2023/24, the base allocation was $808,256.00, and the one-time fund allocation was $165,206.35 for a total of $973,462.35. For fiscal year 2024/25, the base allocation was $812,845.02 and the one-time fund allocation was $177,648.55 for a total of $990,493.57.

It is important to note that CSU San Marcos, like many other institutions of higher education, is facing budget challenges. Reduced campus funding allocations and rising costs related to salary increases, benefits, utilities, insurance, etc. have created potential budget deficits that the University has had to balance on an annual basis. As such, CRUE experienced a budget reduction last year in anticipation of a larger budget gap for the coming 25-26 fiscal year. The reduction is not noted in the table above because the table was constructed from original allocations and the reduction occurred after the start of the fiscal year. As well, the budget numbers include general salary increases that appear to offset the reduction; though the reduction in operating dollars has impacted some areas. There are currently many unknown factors that may influence the CRUE funding allocation for next year and we are working to

anticipate how we may achieve efficiency through strategic analysis of all our activities.

c. As evidence provided for your earlier classification, you described strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement. For Re-Classification, describe the most recent strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement. (Maximum word count: 500)

CSUSM continues to strengthen its commitment to community engagement through strategic fundraising and external funding that support innovative, community-centered initiatives. Recent philanthropic investments and grants have expanded access to health services, enhanced wildfire preparedness, and created pathways for student success in high-demand careers.

- Center for Research and Engagement in STEM Education (CRESE) is a leading initiative that fosters K-16 partnerships, advances STEM education, and promotes workforce development through research, outreach, and community collaborations. CRESE is dedicated to increasing access to STEM education for historically underrepresented students by bridging gaps between K-12 schools, community colleges, industry partners, and CSUSM faculty. CRESE has partnered with regional businesses and philanthropic foundations to fund STEM outreach programs, robotics competitions, and summer bridge programs for local middle and high school students. Industry leaders contribute resources and funding to provide hands-on learning experiences, internships, and workforce preparation initiatives that directly impact the local economy. Through philanthropic and grant funding, CRESE has successfully expanded its reach and impact in the region.
- CSUSM received a significant grant from the Conrad Prebys Foundation to launch a mobile health unit in partnership with TrueCare, a nonprofit community health provider. This initiative brings essential healthcare services, including screenings and preventative care, directly to underserved communities in North County San Diego. The mobile clinic also serves as a hands-on training site for CSUSM nursing students, reinforcing experiential learning and fostering long-term careers in community health. This philanthropic support ensures that healthcare access remains a priority while engaging students in service-based learning.
- Recognizing the increasing threat of wildfires in California, CSUSM has secured funding to support a student-driven wildfire risk assessment program. This initiative, backed by private philanthropy and industry partners, allows students and faculty to collaborate on research that assesses fire risk in local communities, particularly in high-risk areas. Through scientific modeling and real-world application, this program not only strengthens disaster preparedness but also equips students with the skills necessary for careers in environmental science and public safety.
- Accelerating Workforce Development in Behavioral and Mental Health CSUSM’s SWIFT (Supporting Workforce Inclusion and Transition) Program made possible by Price Philanthropies to create and accelerated degree pathway in the behavioral and mental health field. By offering a structured accelerated program—integrating high school, university coursework and paid internships—this initiative aims to address critical workforce shortages while ensuring that students, particularly those from historically underserved backgrounds, have a direct pipeline to careers in high-demand fields. The program represents a collaborative effort among donors, industry partners, and educators to enhance workforce readiness while fostering student

success.
- Scholarships and Emergency Grants provide financial relief to students facing economic hardship, helping reduce attrition. Student Support Services enhance advising, mentorship, and career development programs that equip students for academic and professional success. Experiential Learning Opportunities fund internships, service-learning projects, and conference travel, bridging the gap between classroom learning and career pathways.

5. Describe how community engagement efforts have been impacted and shaped by recent local, national, and/or global events, such as the COVID-19 pandemic, greater attention to racial and social justice, the crisis of decreasing trust in democracy and institutions, and natural disasters. (Maximum word count: 500)

CSUSM's community engagement efforts have been profoundly shaped by recent global and national challenges, including the COVID-19 pandemic, movements for racial and social justice, the erosion of trust in democratic institutions, and ongoing budget constraints in higher education. These challenges have reinforced the university's role as a civic anchor, responding to urgent community needs while deepening its commitment to educating for democracy.

The COVID-19 pandemic exposed deep inequities in access to basic needs, prompting CSUSM to expand its support systems for students and the broader community. Programs such as ACE Scholars Services for foster youth and the Cougar Food Pantry provided essential resources, ensuring that students facing financial hardship, food insecurity, and housing instability remained on track to graduate. Over 1,400 students received critical financial assistance through the Student Relief and Emergency Funds, with 1 in 4 applicants directly affected by job loss. Programs like the Cougar Care Network provided follow-up support, addressing housing and resource needs to ensure students remained on track to graduate.

At the same time, heightened awareness of racial and social injustices led to the expansion of equity-driven initiatives that empower historically marginalized communities. The Black Student Success Initiatives (BSSI), launched by the Black Student Center, integrate cultural empowerment, asset-based approaches, and Critical Race Theory to address structural barriers. Programs like Ujamaa Achievement and the Community Expansion Initiative foster leadership development, mentorship, and academic success for Black students. This dedication extends to initiatives supporting Latinx, Indigenous, veteran, foster care, and formerly incarcerated students. For example, the National Latino Research Center supports formerly incarcerated individuals, providing reentry services that facilitate civic reintegration and systemic change.

At a time when trust in democracy and higher education is waning, CSUSM has reaffirmed its commitment to civic learning and democratic engagement. Through initiatives like the Civility Campaign, CSUSM students, faculty, and staff engage in learning opportunities to create a community that navigates social justice issues and multiple perspectives through self-reflection, care, respect, and empathy while acknowledging the culture and humanity of others. Civility skills-based workshops focused on providing a space for CSUSM students to learn about and practice how to engage in civil discourse with their peers on various topics. CSUSM's free speech and elections task force hosts regular events and workshops to ensure students are equipped with the critical thinking, media literacy, and evidence-based reasoning skills necessary to engage in informed, productive civic discourse. One recent collaboration with the

National Conflict and Resolution Center, resulted in an all-day dialogue skills retreat for students, staff and faculty to learn how to navigate free speech and deescalating practices.

Through these intentional, relevant and timely efforts, CSUSM continues to bridge the gap between higher education and the communities it serves, demonstrating the critical role of universities in shaping a more just, informed, and engaged society.

6. Describe how the institution tracks and assesses engagement with communities. Be sure to describe: **(Maximum word count: 500 per response below)**

a. How the institution maintains systematic campus-wide tracking of engagement with the community, including the purpose for tracking, what data is collected, what systems are used to track data,who is responsible for collected data, how often data is collected, and how data is used. (Maximum word count: 500)

In our previous application for the voluntary designation, we noted that the CSUSM community engagement division maintained primary responsibility for tracking and documenting institutional engagement. This included tracking and reporting on faculty engagement scholarship development grants and outcomes, institutional partnerships, 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.

Since the division was reorganized, we've transitioned to a shared responsibility for data tracking and utilization. The university maintains a commitment to be a learning organization and an evidence-informed decision-making university as evidenced in our strategic plan, The Power of CSUSM. The Office of Service Learning continues to utilize the S4 database and produces regular data reports to inform practice. The data and information are used to assess the impact and effectiveness of new and continuing partnerships, develop communications, and document the university-wide impact of Service Learning and Civic Engagement. The Career Center leverages Handshake to connect with industry partners for internship sites and they also utilize functions within the S4 database to manage the internship registration and agreement process. For fall 2024, CSUSM students had access to 18,315 internships through 5,632 partnerships/employers. CRUE continues to maintain responsibility for tracking faculty engagement scholarship grants through a straightforward Excel database that documents grant activity and dissemination outcomes.

The university has adopted a new customer relationship management software. The campus previously utilized Salesforce and CRUE had adopted the software to build out a community partner database. Due to unforeseen circumstances, the CSU system moved away from Salesforce and CSUSM developed a relationship with Microsoft to become an early adopter of Dynamics. The Dynamics adoption process is underway, and will allow a more seamless way for CRUE to track communication and interaction with community partners and how they might be engaging across the university campus and departments.

b. Any campus-wide assessments or self-studies of community engagement (not including this application) that has taken place since the last application, including the purpose for the assessment or self-study, what data were collected, who was responsible for conducting the assessment or self-study, how is the assessment or self-study were used. (Maximum word count: 500)

One of the strategic goals within The Power of CSUSM is Community Partnerships. The identification of metrics and milestones is ongoing, and we expect to leverage the goal and subgoals to inform campus-wide assessments and focused self-studies. The collaborative process of preparing this application has revealed opportunities to better understand the density of community engagement across campus and identify areas for growth.

While a campus-wide assessment remains a goal, one example of a college based assessment arises from the College of Education, Health and Human Services (CEHHS). The assessment was designed and directed by the Dean and utilized by a Senior Experience team from the College of Business Administration (COBA). The Senior Experience program is a capstone learning experience where small teams of students, guided by a faculty member, engage with community partners (local business or non-profit organization) to undertake a specific task such as an economic impact study, a feasibility study, a marketing and media campaign or any other project designed by the community partner that matches the skill sets of the student team. The semester-long projects are presented at a Trade Show each semester that attracts hundreds of community partners.

Completed in 2021-2022, the study included community-based learning experiences for undergraduate, post-baccalaureate, and graduate programs. It was revealed that the CEHHS students contributed over 636,000 hours of service across schools, healthcare settings, and healthcare settings – a contribution valued at more than $17.9 million. Through over 1,000 active community partnerships, including collaborations with public schools, hospitals, behavioral health centers, and nonprofit organizations, CSUSM ensures its students are deeply embedded in real-world learning environments that serve diverse and often marginalized populations. Clinical placements, internships, service learning and volunteer service spanned disciplines from nursing and public health to education, human development, social work, and speech-language pathology – impacting K-12 students, aging populations and underserved communities through the region.

The CSU system periodically conducts an economic impact study that examines impact by region of the state. CSUSM is designated in the San Diego region along with San Diego State University (SDSU). The most recent study from 2020 indicates that the two campuses had a direct spend of $1.9 billion in 2019: $847.6M on operational expenditures, $128M 4-year average capital expenditures, $302.9M on auxiliary expenditures, and $635.2M in student spending. The campuses support nearly 22,600 local annual jobs, $1.1B in labor income, $2.8B in regional industry activity and generated $164 million in state and local tax revenue. Furthermore, more than 80% of CSUSM graduates remain in the region and 60% of SDSU graduates remain in the region. Alumni earned approximately $3.4B and supported an additional 20,770 jobs while generating $245M in state and local tax impact. For the whole CSU system, for every dollar that California invest in the CSU, $6.98 of positive economic activity is generated. These data are shared broadly with stakeholder and partners as a measure of return on investment and a compelling case for partnership with the University.

SECTION 3: Institutional Identity and Culture

1. Specify changes in executive leadership since your last classification and the implications of those changes for community engagement. (Maximum word count: 500)

Since California State University San Marcos (CSUSM) last received the Carnegie Community Engagement Classification in 2015, our executive leadership has undergone significant changes, further strengthening and institutionalizing our commitment to community engagement. These leadership shifts have refined our strategic focus, reinforced our partnerships, and expanded the reach and impact of our engagement initiatives.

In 2015, Dr. Patricia Prado-Olmos assumed the chief leadership role for the Division of Community Engagement, following the retirement of Jan Jackson. Previously serving as the Director of the Alliance to Accelerate Excellence in Education, Dr. Prado-Olmos brought to this role a deep understanding of community needs and a strong commitment to advancing educational equity. Under her leadership, the Division of Community Engagement has become a cornerstone of CSUSM's mission, driving social mobility and fostering partnerships that enrich our region. In Fall 2020, in recognition of its importance across campus and a desire to have its influence elevated further, the Division of Community Engagement moved into the Office of the President, becoming the Office of Community Relations and University Engagement (CRUE).

The CRUE Office includes several key units that collectively support and amplify our community-focused initiatives:
- CRUE: Led by Executive Director Donna San Miguel, this team cultivates relationships with local organizations and stakeholders, ensuring alignment between university resources and community needs.
- Military Relations: Through the Epstein Family Veteran Center, Assistant Director Chris Ramirez provides tailored support to military-affiliated students and families, enhancing educational access and success for this vital population.
- Office of Government Relations: Under the leadership of Zach Bunshaft and Carin Barber, this office builds connections with local, state, and federal policymakers, advocating for resources and policies that advance CSUSM's mission.
- Tribal Initiative: Through the efforts of Mejaumi Franco-Rosales, CSUSM's Tribal Liaison, CSUSM collaborates closely with local tribes to honor their sovereignty and promote educational opportunities for Native students.
- Community-Engaged Scholarship: Directed by Dr. Christina Holub, this unit supports faculty and students in conducting research and projects that directly address community challenges.

Additionally, the synergy between the Office of Community Relations and University Engagement and new leadership across campus has further amplified this work. The collaboration with the Office of Inclusive Excellence, led by Chief Diversity Officer Dr. Aswad Allen, who joined CSUSM in 2021, fosters an environment where diversity, equity, and inclusion are central to engagement efforts. This partnership ensures that all voices are represented in our community initiatives. University Advancement, under the leadership of Vice President Jessica Berger, who also came to CSUSM in 2021, works to secure funding and cultivate donor relationships that directly support engagement programs. The Office of the President, led by

President Ellen J. Neufeldt since 2019, champions a campus-wide culture of collaboration, aligning engagement with CSUSM's mission of social mobility and student success. Together, these units ensure that every facet of our institution contributes to the transformative impact of community engagement.

At CSUSM, community engagement is who we are. These organizational and leadership changes reflect CSUSM's institutionalization of community engagement.

2. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that includes the following: (Maximum word count: 500)

- *Their perception of where community engagement fits into their leadership of the institution,*
- *Community engagement's relationship to the institution's core academic identity, strategic direction, and practices, and*
- *How community engagement is institutionalized for sustainability in the institution.*

Please EITHER copy and paste the text of the letter in the following textbox OR provide a web link.

Dear Carnegie Reclassification Review Committee,

As President of California State University San Marcos (CSUSM), it is my honor to provide this leadership statement in support of our reapplication for the Carnegie Community Engagement Classification. Since our founding in 1989, CSUSM has been a vital partner and anchor institution for our diverse region, and community engagement remains integral to our academic mission and strategic plan and vision.

At CSUSM, community engagement is not a single initiative or program—it is a defining characteristic of who we are. As a proud Hispanic-Serving Institution and approaching Asian American, Native American, Pacific Islander-Serving designation, we are committed to fostering social mobility and driving economic inclusion for the first-generation and low-income students we serve. Community engagement is essential to ensuring opportunities, accountability and progress are shared by all, empowering students to transform their lives and uplift their entire communities.

In my leadership, I prioritize cultivating meaningful connections with the region we serve. Through presidential advisory groups such as the Foundation Board, University Council, Native Advisory Council, Coalition on Black & African American Education, and Military Advisory Council, I collaborate with a broad coalition of leaders to align university goals with community needs. These partnerships inform our strategic initiatives, such as the Stone Brewing Fund for Social Mobility improving college access and success for students, the MOU guaranteeing admission to incoming first-time freshmen and community college transfers from members of the Coalition on Black African American Education who have met minimum entrance requirements, and our Camp Pendleton satellite campus for military students, ensuring we remain responsive and proactive in advancing educational equity and economic vitality.

Community engagement at CSUSM is deeply embedded in our academic identity as well. Our faculty are recognized for their engaged scholarship and innovative service-learning practices, which connect classroom learning to real-world challenges. Whether through health partnerships, tribal collaborations, or sustainability projects, our students gain hands-on experiences that prepare them for careers while making meaningful contributions to their

communities. This commitment extends to the leadership of our colleges and programs, integrating community engagement into curricula, research, and co-curricular activities.

To sustain and institutionalize this culture, CSUSM has developed robust infrastructure and dedicated leadership, which is detailed in this application. Our Division of Community Engagement connects campus and community resources to build reciprocal partnerships, while our commitment to inclusive excellence ensures that community engagement remains a lens through which we evaluate progress in all areas. This institutional approach has positioned CSUSM as a force for regional growth and an advocate for social mobility.

As we look to the future, CSUSM remains steadfast in its mission to serve as a transformational leader in higher education. By institutionalizing community engagement and aligning it with our strategic priorities, we will continue to expand opportunities, strengthen partnerships, and drive innovation for the benefit of our students and the region.

Thank you for your consideration of CSUSM for this prestigious recognition.

Sincerely,
Ellen J. Neufeldt, Ed.D.
President, California State University San Marcos

OR upload a PDF copy of the letter below:

-- empty or did not respond --

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

3.1. Annual addresses/speeches (Maximum word count: 500, Weblink (if available):

2024 excerpts:
"Thanks to a recent partnership between CSUSM and Palomar College, nursing students can enroll in a fast-track program in which they receive both an associate and bachelor’s degree in nursing during one seamless three-year period... CSUSM is in the process of creating an industrial and systems engineering degree, which will be the first bachelor's degree of its kind in San Diego County..."
https://www.youtube.com/watch?v=e7JMUf9WRTg
2023 excerpts:
“Our College of Education, Health & Human Services is partnering with the Burnham Center for Community Advancement on a regional Behavioral and Mental Health Symposium. This event will delve into collaborative approaches we can take to build a sustainable pipeline of skilled mental and behavioral health professionals. Huge thanks to Dean Jennifer Ostergren for her leadership along with our other partners including the County of San Diego, TrueCare, North City, the CSU Shiley Haynes Institute for Palliative Care – and of course, our very own San

Marcos Mayor, Rebecca Jones! The pandemic has created an urgent need for innovation in developing the behavioral and mental health workforce – and we stand ready to lead the way. In fact, we are working on a proposal to introduce new accelerated and dual enrollment pathways so that students as young as high school can complete credits toward degrees. But we can't do it alone – we need philanthropic support to make it happen on an urgent timeline. We're in discussions with potential funders now emphasizing that in the arc of just a three-year- time-to-degree we could graduate hundreds of highly qualified health, wellness and education professionals. We're already graduating about 260 new nurses each year – we are the highest producer of nursing talent in the CSU and the fourth highest in California. And we are preparing students for other high-demand careers in data science, wildfire science, information security, public health, the arts, education and other fields where we have connected our academic programs to industry needs."
https://www.csusm.edu/president/email-messages-from-president-neufeldt/report.to.the.community.2023.president.neufeldt.pdf
2022 excerpts:
"To prepare the students of tomorrow for the challenges that face us all, we've long worked with our K-12 partners. In fact, faculty in our School of Education just received a $3 million dollar U.S. Department of Education award to support K-12 teachers in our region. This effort will not only support early literacy for English learners via professional development for teachers, but it will also help parents and families support their children as they build rich language skills. And our well-known Alliance program is creating a regional college-going culture via a dozen MOUs with local school districts."
https://www.csusm.edu/president/email-messages-from-president-neufeldt/report.to.the.community.2022.president.neufeldt.pdf

3.2. Published editorials (Maximum word count: 500, Weblink (if available):

"In a world that too often pits female leaders against each other, we [North County college presidents Dr. Sunny Cooke, MiraCosta College, Dr. Ellen Neufeldt, Cal State San Marcos, and Dr. Star Rivera-Lacey, Palomar College] find strength in the authentic friendship and progress we forge together. Our collaboration not only has its individual benefits — such as a safe space for us to share our challenges and successes — but also creates a positive ripple effect of collaboration that resonates through our students, employees, and industry partners (many of whom traverse our institutions). Cross-institution collaboration is not only a best practice but an economic imperative. Given that most of our students are traditionally underserved in higher education — students of color, military-affiliated students, single parents, and older students — our shared mission of raising the educational attainment rate of our region is critical for individual social mobility and broad economic prosperity. The majority of our students come from our region and remain here after graduation to live, contribute, and work. Over the years, our institutions have fostered affordable pathways from associate to bachelor's degrees, launched grant-funded programs that offer students paid internships and research experience and collaborated on faculty and staff professional development."
https://timesofsandiego.com/opinion/2024/03/21/as-women-leaders-were-uniting-for-a-bold-educational-future-in-north-san-diego-county/

"Our goal is a seamless K-16 pipeline where K-12 and universities collaborate to support students' educational journey. At California State University San Marcos, for example, we have 23 memorandum of understandings (MOUs) — with our Alliance School District Partners, the

most recent being with San Diego Unified School District. We partner to guide students through admissions, help them envision themselves at the university and realize they can earn a degree... It is about providing programs that meet the needs of students and our community. For example, our new program in mental health allows students to earn a bachelor's degree in three years. This program integrates dual enrollment, professional certificates and enhanced career preparation, bringing high school students into the pipeline and streamlining their path to a college degree... This accelerated degree program addresses a critical regional need. A recent San Diego Workforce Partnership report shows the region needs an additional 18,500 behavioral health professionals. Our program meets this demand and benefits our local economy. With 8 out of 10 alumni remaining local, California State University San Marcos students are fueling the workforce and serving as leaders in our community."
https://www.sandiegouniontribune.com/2024/10/01/opinion-at-cal-state-san-marcos-we-create-paths-to-valuable-degrees/

3.3. Campus publications (Maximum word count: 500, Weblink (if available):

"Cal State San Marcos is celebrating a milestone in its fundraising efforts, with a record $26 million raised for fiscal year 2023-24 – more than double the previous record of $12.5 million set a year earlier. Generous donors contributed a total of 5,290 gifts, highlighting the community's commitment to programs that promote social and economic mobility and ensuring student success across the university's diverse student population. For perspective, the total amount raised this past fiscal year is more than half the amount raised during CSUSM's first comprehensive fundraising campaign, "Forward Together," which took seven years to complete. During the second annual Blue & Silver Fundraising Dinner in June, CSUSM President Ellen Neufeldt highlighted the critical role of philanthropy. "The success of our university and our students is built on the power of community," Neufeldt said. "Together, we are transforming lives and creating a brighter future for all."
https://news.csusm.edu/a-year-of-generosity-csusm-celebrates-record-breaking-fundraising-year/

"Cal State San Marcos President Ellen Neufeldt is joining 91 other college presidents of diverse institutions from across the country to advance higher education's pivotal role in preparing students to be engaged citizens and to uphold free expression on campus. Through College Presidents for Civic Preparedness, a consortium designed by the presidents and convened by the Institute for Citizens & Scholars, participating presidents are dedicated to preparing the next generation of well-informed, productively engaged and committed citizens; supporting free expression, civil discourse and critical inquiry as essential civic norms; and increasing thoughtful engagement and better understanding by students for the effective functioning of our democracy."
https://news.csusm.edu/neufeldt-joins-national-group-advocating-civic-engagement/

"In many districts across California, high school students are required to perform a certain amount of community service hours. Those students often arrive at college with neither the time, desire nor readily available resources to give back to their communities. That's not the case at Cal State San Marcos thanks to Rochelle Smarr and the Department of Service Learning and Civic Engagement (SLCE). That group sets out to introduce students to immediate opportunities to engage in their communities while setting the stage for a life of giving back."
https://news.csusm.edu/civic-action-parties-help-students-make-difference/

3.4. Other (Maximum word count: 500, Weblink (if available):

“The university sees itself as the heart of North County, home to 1.2 million people. The school also draws from southern Orange and southwestern Riverside counties, adding to the school’s commuter culture. “Our region needs everyone from nurses and teachers to engineers, entrepreneurs and social and life scientists,” said Ellen Neufeldt, who is finishing her fifth year as CSUSM’s president. “That’s in our DNA. That’s how we transform our communities.” A chorus of business leaders, educators and alumni say the university is humming because of Neufeldt, a cheerful, plain-spoken leader who, like a neutrino, never stops moving. They credit the 55-year-old Tennessean with focusing on three key areas: philanthropy, public-private partnerships and deepening the school’s ties to nearby Camp Pendleton, the largest Marine base on the West Coast.”
https://www.sandiegouniontribune.com/2024/05/12/its-boom-time-again-at-cal-state-san-marcos-thanks-to-big-money-biotech-and-a-building-blitz/

“When Cal State San Marcos created a division in 2011 expressly for the purpose of forging stronger ties with the surrounding region, the idea was considered bold and somewhat novel in the realm of higher education. Over the years, the division of Community Engagement has broadened in scope and impact, becoming one of the pillars of the institutional mission at CSUSM. Now it’s getting an even bigger seat at the table. President Ellen Neufeldt announced in August that, in recognition of its importance across campus and a desire to have its influence elevated further, Community Engagement would be moving into the Office of the President in time for the start of the 2020-21 academic year.”
https://carlsbad.org/community-engagement-gets-bigger-voice-at-csusm/

“In July, Cal State San Marcos President Ellen Neufeldt was invited to attend National Summit on Equal Opportunity in Higher Education, hosted by the U.S. Department of Education. The event convened senior officials in the Biden-Harris Administration and education leaders from across the country to discuss innovative strategies and resources for colleges to expand resources to higher ed. Neufeldt attended as a representative of not only CSUSM, but the entire 23-campus California State University, and she was one of only two invited leaders representing regional public universities. As she chatted with other officials throughout the day, she talked about some of the practices that CSUSM is modeling to advance student success.”
https://carlsbad.org/president-touts-power-of-csusm-in-report-to-the-community/

4. Describe how community engagement is emphasized as part of the institution's brand message identity or framework. (Maximum word count: 500)

At California State University San Marcos (CSUSM), community engagement is not just a value—it is the foundation of our institutional brand identity and a central pillar of our strategic vision, embodied in the 2023-2028 “Power of Us” five-year strategic plan. In 2021, the CSUSM community came together to define the long-term aspirations of the university, embarking on a comprehensive process to develop a new strategic plan. This plan affirms our commitment to being a regional anchor institution, deeply connected to the surrounding communities we serve, while driving student success and fostering social mobility.

As outlined in the plan, community engagement is one of CSUSM's core values, reflecting our belief in the power of partnerships to create a stronger and more vibrant region. Through a strategic process of building and sustaining relationships with educational institutions, industry sectors, community organizations, alumni and individuals, we align our resources and our expertise to meet community needs. These mutually beneficial collaborations enrich student learning, support faculty research, advance the university's development and address critical community-based issues.

As a Carnegie-classified community-engaged university, this commitment is institutionalized through Goal 5 of our strategic plan: "Achieving our vision through community partnerships." We engage in meaningful partnerships that respect the diverse knowledge, cultures and traditions of our region, while leveraging our role as an intellectual and cultural resource. These partnerships reflect our dedication to improving quality of life, protecting the environment and fostering economic inclusion and sustainability for generations to come.

This focus on community engagement strengthens CSUSM's brand as a university that bridges the gap between academia and community impact. It positions us as a driver of regional economic development and a catalyst for transformative change. Whether through partnerships with local K-12 schools to improve college readiness and access, collaborations with industry to meet workforce demands, or initiatives like the Epstein Family Veteran Center that support military-connected students, CSUSM's engagement efforts create opportunities and progress that are shared by all.

Moreover, our identity as a community-engaged institution is amplified by the "Power of Us" philosophy, which emphasizes collective action. This framework reinforces that our success as a university is intertwined with the success of our surrounding communities. By aligning our mission with the needs and aspirations of our region, we ensure that CSUSM remains relevant, impactful, and deeply connected to the lives of those we serve.

SECTION 4: Quality of Community Engagement Relationships and Academic Partnerships

High-quality community engagement partnerships are mutually beneficial, reciprocal and asset-based. Mutual benefit is the assurance that all parties involved achieve outputs and/or outcomes that serve their interests. Reciprocity includes all partners, especially community partners and students, as thought-partners and collaborators who help decide and inform the direction, activity, assessment, and dissemination of the partnerships' efforts. Asset-based is recognizing and valuing the knowledge, capacities, resources, and resilience of all partners, especially community and student partners.

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1. Describe at least five but no more than eight representative examples of academic-community partnerships (i.e., institutional, centers, departmental, and faculty/staff) that are connected to the academic core of

the campus—which includes teaching, learning, and research, and illustrate both the breadth and depth of community engagement during the most recent academic year.

Please keep in mind that you will be requested to offer a list of community partners who will receive a partnership survey after submission of the application. All partners from this section should be included in the partner survey specified in section 10.

Partner #1

Project/Collaboration Title	The Mobile Making Program
Community Partner Name	Oceanside Unified School District, Vista Unified School District, San Marcos Unified School District, and Escondido Unified School District
Community Partner Contact	Shannon Fralish, sfralish@eusd.org (EUSD)
Name of community organization/group	Oceanside Unified School District, Vista Unified School District, San Marcos Unified School District, and Escondido Unified School District
Campus Partner (person, program, department, center, etc.)	CSUSM’s Center for Research and Engagement in STEM Education (CRESE)
Purpose of the Community-Campus Partnership	To implement, improve, and sustain a maker-based STEM afterschool program for children grades 4th through 8th.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	The partnership benefits CSUSM undergraduate students in gaining leadership skills and preparing for the workforce while at the same time children in the district are provided with quality STEM afterschool experiences.
Length of Partnership	5 to 10 years depending on the district
Number of faculty involved	4
Number of staff involved	2
Number of students involved annually	300

Titles of Courses Linked to Partnership	EDUC422 and CHEM
Grant funding, if relevant	National Science Foundation
Research projects linked to partnership, if relevant	Drs. Sinem Siyahhan and Edward Price have been conducting research on the undergraduate and youth participants outcomes as part of the project and noted positive gains for both as result of their participation in the Mobile Making Program.
Impact on the community	The districts we implement the afterschool program serve a diverse group of students including but not limited to Latino and low-income youth and are looking for no cost high quality STEM learning experiences for students they serve. The Mobile Making program increases students' interest and confidence in STEM, which has a long-term impact on their interest in pursuing a STEM career in college.
Impact on the campus	CSUSM undergraduate students are trained by faculty and serve as the facilitators of the afterschool program activities with youth at school sites. The Mobile Making program improves undergraduate students' leadership, communication, collaboration, and problem-solving skills. A group of undergraduate students are on the path to becoming K-8 teachers, and the Mobile Making Program has the additional benefit of increasing the confidence in teaching STEM for this group of students.

Partner #2

Project/Collaboration Title	SuperSTEM Saturday
Community Partner Name	The Classical Academies
Community Partner Contact	Kurtis Indorf, kindorf@classicalacademy.com, CEO
Name of community organization/group	The Classical Academies
Campus Partner (person, program, department, center, etc.)	The College of Science, Technology, Engineering, and Mathematics
Purpose of the Community-Campus Partnership	A one-day festival that engages kids of all ages and their families to the diverse and exciting fields of science, technology, engineering and mathematics, known as the STEM disciplines.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	This partnership creates a mutually beneficial collaboration between CSUSM and The Classical Academies by fostering early STEM engagement among K-12 students while also strengthening pathways to higher education. The Classical Academies provide access to a large and engaged audience of young learners, while CSUSM offers faculty, student volunteers, and hands-on activities that showcase cutting-edge STEM research and careers. Local STEM employers also play a key role, demonstrating real-world applications and potential career

	opportunities for students. This reciprocal relationship not only inspires future scientists and engineers but also enhances CSUSM's visibility as a leader in STEM education, attracting prospective students and reinforcing community connections.
Length of Partnership	12 years
Number of faculty involved	40
Number of staff involved	35
Number of students involved annually	400
Titles of Courses Linked to Partnership	N/A
Grant funding, if relevant	The sponsors of Super STEM Saturday include Viasat; the County of San Diego; ASML; Bristol Myers Squibb; General Atomics Sciences Education Foundation; Grifols; the Issa Family Foundation; Pacific Premier Bank; Qualcomm; Cox Communications; DigiKey; ESET; Hologic; RBC Capital Markets; Young, Minney & Corr, LLP; Calsense; Hilbers, Inc.; Keenan; North Island Credit Union; San Diego Foundation; San Marcos Community Foundation; and Stradling
Research projects linked to partnership, if relevant	N/A
Impact on the community	By offering over 100 hands-on, interactive activities, SuperSTEM Saturday introduces thousands of children to science and technology in a way that is fun, accessible, and memorable. The event helps break down stereotypes and encourages diverse participation in STEM fields, allowing early exposure to STEM, which can shape career aspirations and plant the seeds for future scientists, engineers, and innovators. The event serves as a pipeline builder for local STEM education and workforce development.
Impact on the campus	The event brings members of the campus together with local STEM employers, to build interest in the university and recruit future students into STEM majors and fields.

Partner #3

Project/Collaboration Title	Center for Children and Families
Community Partner Name	The Center for Children and Families (CCF)
Community Partner Contact	Letisia (Tish) Ford lford@kindercare.com
Name of community	KinderCare

organization/group	
Campus Partner (person, program, department, center, etc.)	Department of Psychology, the Child and Adolescent Development Major
Purpose of the Community-Campus Partnership	To provide undergraduate CSUSM students with direct experience working with youth in a classroom setting, which will improve their skills working with youth and their career readiness.
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	This partnership benefits CSUSM students by providing students with opportunities to observe and learn about the routine activities that occur in a typical early childcare environment. Students gain experience in observing, interacting, and assessing different age groups of young children, which helps students navigate their future career interests. Students also gain the opportunity to interface with professionals in the field (e.g., childcare directors, ECE teachers, staff), which helps students in their professional networking and growth. The CCF in turn benefits from our students' participation, as future staff members at this and other sites may be hired from our student pool. Successful completion of the CHAD program ensures that local childcare settings are able to hire knowledgeable and well-trained staff.
Length of Partnership	10 years
Number of faculty involved	5
Number of staff involved	2
Number of students involved annually	184-224
Titles of Courses Linked to Partnership	CHAD 496 (Observation and Assessment Lab) is offered in partnership with the CCF every Fall and Spring semester; SLP 251 (Language Development and Assessment for Practitioners) and 661 (Disorders of Articulation and Phonology) also hold classes in partnership with the CCF, which is coordinated by the CHAD Program Direct/CCF liaison on a semester-by-semester basis. In addition, the CCF is an occasional site for students completing service-learning courses.
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	One faculty member collects data on CSUSM students' perceptions of their skills and knowledge in an applied developmental psychology lab context which takes place at the CCF. This increases developmental science competency and literacy among future childcare professionals. Another faculty member is working with the CCF to observe and identify empirically-based strategies teachers are using for students with autism.
Impact on the community	As students complete the CHAD program, they bring their knowledge and skills into the workforce, enriching the local community with a growing pool of skilled and dedicated professionals in the field of early childhood education and child and adolescent development more broadly.
Impact on the	Students are given the opportunity to work directly with children, which allows

campus	them to gain real-world experience prior to entering the job market. Their time spent at the CCF represents hours they can log when applying to future graduate program, credential programs, or jobs. Thus, student experiences at the CCF directly translate to career readiness and social mobility.

Partner #4

Project/Collaboration Title	Community Schools Bridges2Health Research Project: Integrating Community Health into Community Schools
Community Partner Name	National Latino Research Center (NLRC), Vista Community Clinic, and Vista Unified School District
Community Partner Contact	Vista Community Clinic: Nannette Stamm, Chief Community Health Officer, nstamm@vcc.org and Vista Unified School District: Rhonda Marriott Spencer, Director, MTSS Educational Excellence and Innovation, rhondamarriottspen@vistausd.org
Name of community organization/group	Vista Community Clinic and Vista Unified School District
Campus Partner (person, program, department, center, etc.)	National Latino Research Center
Purpose of the Community-Campus Partnership	The research is developing and evaluating “Bridges2Health,” a Community Health Advocate program developed by a Federally Qualified Healthcare Center (FQHC). The project is tailored to and evaluates the intervention within two recently designated “Community Schools” within the Vista Unified School District in north county San Diego. The Bridges2Health Community Health Advocate from Vista Community Clinic is providing support within two Community Schools to: - Assist students and their families in establishing a medical home - Connect them with community resources to address health needs - Increase enrollment and sustain engagement with Medicaid/CHIP and SNAP programs - Plan health-specific events in the community
Provide one example as to how reciprocity and mutual benefit are enacted through the partnership	The Research Center provides data to the local clinic partner about the impact of their project in a school environment. The school district receives services for their communities, and the communities themselves benefit from direct services at school locations. Additionally, the university deepens its experience and partnership with local agencies and communities while helping solve regional problems through innovative scholarship and collaboration.
Length of Partnership	2
Number of faculty involved	2
Number of staff involved	4
Number of students involved annually	6

Titles of Courses Linked to Partnership	N/A
Grant funding, if relevant	Funded by the Centers for Medicare and Medicaid Services, Office of Minority Health, Minority Research Grant Program.
Research projects linked to partnership, if relevant	N/A
Impact on the community	The overall aim of the research is to address social determinants of health at the healthcare system level through the development and evaluation of an innovative health service. This service aims to improve health outcomes for racial and ethnic minority groups, individuals with limited English proficiency, and those affected by persistent poverty or inequality. The project supports health equity and contributes to the reduction of health disparities by providing direct services and interventions. “Bridges2Health,” as a Community Health Advocate program, will assist underserved populations in establishing a medical home, accessing vital community resources, and engaging with health programs like Medicaid/CHIP and SNAP. The program’s goals are informed through community engagement and collaboration with Community Schools and their partners.
Impact on the campus	The project strengthens the relationship between the campus and local school districts and communities. It also supports the university’s commitment to regional problem-solving through innovative research and partnerships.

Partner #5

Project/Collaboration Title	Social Innovation Challenge
Community Partner Name	Turn Behavioral Services, TrueCare, Public Consulting Group
Community Partner Contact	Jim Callahan, jcallaghan@turnbhs.org
Name of community organization/group	Turn Behavioral Services
Campus Partner (person, program, department, center, etc.)	Innovation Hub
Purpose of the Community-Campus Partnership	To implement, improve, and sustain local industry relationships, helping to create opportunities for students and faculty. By connecting students with industry leaders, the Social Innovation Challenge transforms CSUSM into a center for social entrepreneurship, equipping students with real-world skills while strengthening the university’s role as a leader in community-driven innovation.
Provide one example as to how	- The healthcare partner gains innovative ideas from students, potentially leading to new patient outreach programs, digital health tools, or policy recommendations

reciprocity and mutual benefit are enacted through the partnership	that improve care delivery. - By supporting student projects, the provider enhances its corporate social responsibility (CSR) efforts, improving its reputation as a community-focused healthcare leader. - The healthcare provider identifies top talent for future hiring, connecting with passionate students who could become healthcare professionals, administrators, or innovators. - This mutual exchange benefits both parties—students receive mentorship, experience, and career opportunities, while the healthcare provider gains new solutions, brand visibility, and access to future professionals committed to improving healthcare access.
Length of Partnership	1
Number of faculty involved	4
Number of staff involved	2
Number of students involved annually	35-60
Titles of Courses Linked to Partnership	ENVS 490 Capstone in Environmental Studies, AMD 411 Data Visualization, SSCI 495 Capstone in the Social Sciences
Grant funding, if relevant	N/A
Research projects linked to partnership, if relevant	N/A
Impact on the community	- The challenge encourages new ideas, technologies, and systemic reforms that can lead to long-term improvements in social services, public awareness, and resource distribution. - By tackling issues related to diverse identities and public policy, projects can help reduce disparities and create more inclusive, equitable communities. - Students gain hands-on experience in problem-solving, collaboration, and entrepreneurship, which equips them to become changemakers in their communities. - By integrating technological advancements, advocacy, and policy reform, the challenge supports long-term, sustainable impact rather than short-term fixes. Ultimately, the Social Innovation Challenge empowers students to become active participants in shaping a better future, while directly benefiting local and global communities.
Impact on the campus	The Innovation Hub’s Social Innovation Challenge is an ideation competition where students or student groups compete to solve real-world problems. The goal of this program is to foster real-life, innovative solutions to specific challenges facing our communities. During the challenge, students or student groups will work as a team to develop an innovative approach, product, service, or program and present their ideas to be judged by a panel of innovative and entrepreneurial experts.

	- Students gain direct exposure to industry professionals, mentors, and entrepreneurs, bridging the gap between academic knowledge and real-world application. - Partnerships can lead to internships, job placements, and research collaborations, providing students with valuable career pathways. - Industry support may contribute to grants, scholarships, and financial backing for student projects, enhancing the university's ability to foster innovation. - Access to cutting-edge technology, tools, and expertise helps students develop practical solutions with real-world viability. - Collaborating with industry leaders positions CSUSM as a hub for innovation and social impact, attracting more students, faculty, and funding opportunities. - Success stories from the challenge enhance the university's visibility and showcase its commitment to community-driven problem-solving. - The challenge encourages cross-disciplinary teamwork, allowing students from various fields (business, technology, social sciences, etc.) to connect with industry experts and apply their skills to real challenges. - Encourages faculty involvement and research partnerships with industries focused on social innovation, sustainability, and public policy. - Building long-term partnerships creates ongoing opportunities for student engagement beyond the challenge, such as mentorship programs, speaker series, and incubator initiatives. - These relationships can evolve into sponsored research projects, corporate collaborations, and entrepreneurship initiatives, fostering a culture of continuous innovation.

Partner #6

Project/Collaboration Title	CSUSM Mobile Wellness Initiative
Community Partner Name	TrueCare
Community Partner Contact	Sonia Gonzales, TrueCare, sonia.gonzales@truecare.org, Director of Community Engagement and Anthony White, TrueCare, anthony.white@truecare.org, Vice President of Government and Community Affairs
Name of community organization/group	TrueCare, a federally qualified health center
Campus Partner (person, program, department, center, etc.)	College of Education, Health, and Human Services (CEHHS) – all 7 disciplines: Nursing, Public Health, Social Work, Kinesiology, Human Development, Speech Language Pathology, and Education
Purpose of the Community-Campus Partnership	To provide free health and wellness education and services to underserved communities through community health events, while offering interdisciplinary, hands-on learning experiences for students from CEHHS disciplines.
Provide one example as to how reciprocity and mutual benefit are enacted through	TrueCare provides mobile wellness units and professional expertise, while CEHHS students contribute to community health events, gaining practical experience and addressing regional health care disparities.

the partnership	
Length of Partnership	2
Number of faculty involved	10
Number of staff involved	1
Number of students involved annually	300
Titles of Courses Linked to Partnership	N/A
Grant funding, if relevant	The initiative has received significant grant funding, including $300,000 from The Conrad Prebys Foundation (2023-2025) to support its expansion. This builds upon an earlier $5,000 Faculty Innovation Fellows Program grant, which allowed for the initial exploration of mobile wellness units.
Research projects linked to partnership, if relevant	N/A
Impact on the community	The initiative provides free health services, education, and outreach to underserved areas, helping to reduce regional health care disparities and support vulnerable populations.
Impact on the campus	For CSUSM, this partnership enhances student learning by offering interdisciplinary and community-informed experiences. It strengthens the university’s reputation as a center for community engagement and prepares students for future roles in health care and related fields.

2. In comparing the partnership responses from your previous classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your academic community partnership activity. (Maximum word count: 500)

Quality of academic community partnership activities: Since the previous classification, we have improved the quality of our academic community partnership activities by increasing the amount of grant funds we accrued as a campus, providing more professional development opportunities for faculty to teach service learning, internship, and other community-engaged courses, and building closer relationships with our community partners. With our community partners, across different initiatives, projects, and activities, we created more opportunities for our community partners to serve on advisory boards and come to campus for events. The Office of Graduate Studies has been instrumental in gathering resources, identifying grant opportunities, and providing guidance to faculty who are interested in carrying out community-engaged research. The Office of Service Learning and the Faculty Center have been a great resource for building a community of practice around high-impact teaching practices that

include community-engaged teaching. The retention, tenure and promotion process include faculty providing evidence of service to the community, and as such, since the previous classification we have more faculty involvement and collaborations with community partners over longer periods of time.

Quantity of academic community partnership activities: Since the previous classification, we have increased the number of centers on our campus and added the Innovation Hub to foster university-community partnerships across different disciplines and public and private sectors. Further, we have increased the number of service learning and internship courses. More grant-funded community-engaged research is taking place on campus. Particularly, we serve a larger number of K-12 schools and school districts in the San Diego North County region. There has been an increase in the university-community partnerships between the College of. Science, Technology, Engineering, & Mathematics, CSTEM ,(which added a B.A. in Engineering), COBA, and the private sector.

Impact of academic community partnership activities: More CSUSM students are involved in community engagement because of the academic community partnership activities. We also have more involvement with staff; for example, the Cesar Chavez Day of Service includes faculty, staff, students, and community partners. Further, the academic community partnership activities have strengthened the relationship between the university and the community since the previous classification where CSUSM has established itself as a welcoming, collaborative, and responsive institution.

3. Describe specific systematic actions, strategies and assessment that are used to ensure the institution, academic units (colleges, departments), and faculty and staff are building partnerships that center mutual benefit, reciprocity, and asset-based partnerships. Be sure to describe: **(Maximum word count: 500)**

a. **What activities and strategies are used to include community partners reciprocally for mutual benefit and collective action?**
b. **How do these activities and practices encourage authentic collaboration and reciprocity with community partners?**
c. **In what ways does the institution collect and share feedback and assessment of academic community partnerships and shared goals to deepen, understand and improve reciprocity, mutual benefit, and asset-based engagement?**

a. Strategies to strengthen and deepen collaboration with community partners include continuous dialogue, identification of community needs and areas for mutual benefit, and purposeful reports and sharing back to community. As a campus, we are committed to serving the needs of our surrounding communities and therefore community-engaged work is weaved through different academic units, faculty, staff and students.

At the leadership level, President Neufeldt hosts the annual 'Report to the Community' event, highlighting partnerships and achievements with diverse groups, including non-profits, non-governmental organizations, and industry sectors. Additionally, the deans of each college convene advisory boards with community representatives to strengthen partnerships and align shared goals, meeting periodically based on the specific needs of each college.

Guided by the Long-Range Academic Master Plan (LAMP) (link: https://www.csusm.edu/lamp/index.html) the campus aligns university-community initiatives with faculty teaching, research, and service, ensuring commitment to shared principles. Colleges further support these efforts by crafting three-year strategic plans with clear milestones, reinforcing values of reciprocity and mutual benefit.

b. As a Hispanic-Serving Institution (HSI) serving 55% first-generation students, many CSUSM graduates remain in the region, enhancing the authenticity of relationships through alumni connections. Structures like "First Friday" meetings hosted by the Service Learning Office allow 450+ partners to connect, share feedback, and co-develop strategies. The Southern California Professional Development Federation (SCPDF) engages 28 school districts in collaborative discussions with the university's School of Education to address K-12 needs.

c. The Community Engagement division periodically convenes working groups and task forces to collect information and evaluate various university-community partnerships. This includes talking with stakeholders across the university and the community, conducting a landscape and needs analysis, and generating a report for the university. For example, a task force was convened in Spring 2021 to share feedback and assess the collaboration between the Center for Children and Families, KinderCare, the Department of Psychology, and other departments on campus. The Office of Graduate Studies also periodically evaluates campus centers, including assessing and providing feedback on their university-community partnerships. Furthermore, all academic programs undergo a university-wide required evaluation every five years. All service learning and internship courses are reviewed to ensure learning outcomes are up to date and aligned with current guidelines and policies. The program evaluation process is conducted internally by each department and includes collecting information and assessing the program’s university-community partnerships.

The Service Learning and Internships Offices are in constant communication with community partners and faculty members, and the S4 database has a responsive team that addresses issues promptly. While informal, these offices regularly engage in conversations with community partners and faculty members to ensure that partnerships are collaborative and mutually beneficial for community partners, faculty, and university students.

4. 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?(Maximum word count: 500)

Since the last classification, CSUSM has taken strategic steps to deepen and improve partnership practices through strong collaboration between the Office of the President, the Office of Service Learning and Internships, and the guidance of the Community Engagement Faculty Advisory Committee (CEFAC). CEFAC plays a central role in helping the university build long-term, mutually beneficial relationships with community partners, with a focus on capacity-building and enhancing community engagement efforts.

One of the primary tools for assessing and sustaining these partnerships is the S4 database, which tracks students' service-learning outcomes and community partnerships. This system has allowed the university to monitor community engagement partnerships and assess the impact of community-based projects. As mentioned in a previous response, however, the university has adopted a new customer relationship management software. The campus previously utilized Salesforce and CRUE had adopted the software to build out a community partner database. Due to unforeseen circumstances, the CSU system moved away from Salesforce and CSUSM developed a relationship with Microsoft to become an early adopter of Dynamics. The Dynamics adoption process is underway, and will allow a more seamless way for CRUE to track communication and interaction with community partners and how they might be engaging across the university campus and departments.

Moving forward, CSUSM is developing mechanisms to track faculty engagement as well as community-engaged research to ensure its commitment to continually assessing the impact of our partnerships and contributing to our commitment toward deep, pervasive, and integrative reciprocity with our surrounding community. These efforts will be integrated into the database reporting system, ensuring ease of use and accurate reporting, and will further enhance our ability to assess and strengthen relationships with our community partnerships.

SECTION 5: Faculty and Staff

1. As evidence provided for your earlier classification, you described the ways the institution offers resources and support services for faculty in any employment status (tenured/tenure track, adjunct/clinical/non-tenure track, and part/full time) and/or staff who seek to develop or deepen community engaged approaches and methods. For Re-Classification, describe what currently is in place and what has changed, if anything, with resources and support services for community engagement. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. How have the content, program, approaches, or audience for support services changed since the last classification? What have been the results? (Maximum word count: 500)

Since the last classification, CSUSM has expanded its resources for faculty by creating new grant opportunities to support community-engaged scholarship (CES), demonstrating a

commitment to enhancing faculty and staff involvement across various employment categories. The Community Relations & University Engagement (CRUE) office leads these efforts, supported by the Community Engagement Faculty Advisory Committee (CEFAC). As an advisory group within CRUE, CEFAC identifies strategies to strengthen university-community partnerships, ensuring these collaborations identify ways for CSUSM to collaborate in building strong university-community partnerships anchored in the rigor of scholarship. These partnerships are also designed to build community capacity, enrich classroom pedagogy, and advance future scholarship and creative activity.

A spring 2022 faculty survey revealed that 33.3% of faculty were engaged in CES activities, while 27.8% expressed interest but had not yet started. Key barriers included a lack of funding for community engagement, insufficient time, and difficulty finding community partners. In direct response, the Building Partnerships Grant was launched to support early-stage collaborations and reduce obstacles to CES participation. The program currently offers two types of grant opportunities to support community-engaged scholarship:

Building Partnerships Grant: This grant supports faculty in establishing relationships with community partners through activities such as meetings, workshops, and attendance at community events.

Community Engaged Projects Grant: This grant enables faculty to collaborate with community organizations on research, teaching, or service initiatives aligned with the principles of community-engaged scholarship.

Since 2015, 75 faculty and staff have received funding, with awards ranging from $500 - $1,000 per project. In total, $309,027 has been distributed to support community-engaged initiatives. Programs are offered annually, with application cycles occurring each spring and fall semester.

These expanded resources have strengthened CES participation, increased visibility of community partnerships, and enhanced the university’s capacity to meet regional needs through scholarship.

Furthermore, the Service Learning Office offers a Service Learning Teaching Institute each year in June. The institute is held for four full days. Faculty members who wish to participate fill out an application form. We admit 8 to 12 faculty members depending on the funding each year. During the institute, participants are provided with hands-on experiences with developing a service learning course, building university-community partnerships, developing and assessing student learning outcomes, and conducting research as part of teaching a service-learning course. Additionally, throughout the academic year, the Faculty Director of Service Learning provides consulting services to all faculty members around service learning. Finally, resources and workshop opportunities offered through other organizations such as the LEAD California, Campus Compact, and the International Association for Research on Service Learning and Community Engagement.

2. Check all of the community engaged professional development programs for faculty and staff that are provided. These programs provide educational training to improve community engagement across faculty and staff roles. Topics may include but are not limited to the following: In addition, describe

three of the topics that have been checked off above in the text box underneath the selected topic and include the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. **(Maximum word count 750 per topic)**

In addition, describe three of the topics that have been checked off above in the text box underneath the selected topic and include the purpose, audience, activities, and results. Include which offices and/or unit(s) assume responsibility for these services, how often programs are offered and how many faculty and staff participate. ***(Maximum word count 750 per topic)***

Syllabus development and implementation planning
Partnership initiation, development, management, assessment planning
Remote/on-line community engagement (curricular or co-curricular)
Inclusion of community engagement in evaluation criteria of student learning outcomes
Participation on learning communities, writing retreats, engaged learning institutes related to community engagement
Training to understand ethical engagement practices that ensure equitable access and opportunity related to community engagement
Documenting and evaluating promotion, tenure, and/or reappointment dossiers for faculty candidates and reviewers
Global and intercultural community engagement
Climate and Sustainable Development Goals connected to community engagement
Social innovation, entrepreneurship and economic engagement
Engaged learning webinars and workshops

5.2.1. Syllabus development and implementation planning

-- empty or did not respond --

5.2.2. Partnership initiation, development, management, assessment planning

-- empty or did not respond --

5.2.3. Remote/on-line community engagement (curricular or co-curricular)

-- empty or did not respond --

5.2.4. Inclusion of community engagement in evaluation criteria of student learning outcomes

1. CSUSM's Division of Student Affairs has crafted a revised Strategic Plan that incorporates Student Learning Domains with community engagement by embedding principles of civic responsibility, equity, and social impact throughout co-curricular experiences. This model launching in Spring 2025, will guide the development, delivery, and assessment of programs

across 34 departments and over 200 full-time professionals within Student Affairs.

To support implementation, Student Affairs will provide professional development workshops beginning in Summer and Fall 2025. Planned sessions include "Integrating Civic Responsibility into Co-Curricular Learning" and "Assessing Community Engagement Outcomes." These workshops are designed to build staff capacity to design programs that foster students' readiness for social and economic mobility through intentional community-engaged learning experiences.

The eight Learning Domains emphasize holistic development and community engagement. Students develop collaborative leadership, enhance critical thinking for decision-making, and apply personal strengths toward academic and career success. Equity and inclusion are centered by engaging with diverse communities and advancing social responsibility through sustainability projects. Additionally, students build communication skills and ethical technology integration to foster collaboration and innovation.

This initiative reflects CSUSM's institutional commitment to embedding community engagement into professional development, student learning outcomes, and assessment practices, ensuring that community engagement remains a core component of co-curricular education.

2. The Service Learning program integrates community service into the evaluation of student learning outcomes by linking academic theory to practice through community-based projects. In doing so, students have opportunities to apply course content in real-world contexts that foster academic and professional development while simultaneously meeting community needs. This approach provides students with a deeper understanding of course topics as well as a heightened sense of civic responsibility.
Service learning embeds community engagement into student learning outcomes through three key mechanisms:
- Alignment with Course Objectives: Service learning projects address real community needs while being directly connected to academic objectives, ensuring students apply theoretical knowledge to practical situations and deepen their understanding of course content.
- Structured Reflection: Guided reflective activities support students in connecting service experiences to academic theories, and personal insights, enhancing subject understanding and critical thinking.
- Assessment of Learning Outcomes: Faculty assess students' ability to analyze and synthesize service experiences in relation to academic learning, strengthening their ability to engage with real-world community issues through an academic lens.
To support faculty in effectively implementing service learning, CSUSM provides professional development through the Office of Service Learning and Civic Engagement. Offerings include workshops on community-engaged pedagogy, one-on-one consultations for course design, guides and resources for assessing community-based learning, and faculty learning communities focuses on best practices in service learning. These opportunities equip faculty with the skills, strategies, and assessment tools needed to design meaningful service learning experiences that meet both academic and community goals.

By embedding community engagement into the curriculum and supporting faculty with targeted professional development, CSUSM enhances students' academic learning while preparing them to be socially responsible and civically engaged individuals.

3. CSUSM's diverse faculty are integral to advancing the university’s commitment to community engagement. Approximately 815 faculty members across the College of Humanities, Arts, Behavioral & Social Sciences; the College of Business Administration; the College of Education, Health & Human Services; and the College of Science, Technology, Engineering & Mathematics have access to professional development that supports community-engaged teaching and scholarship.

Through programs such as the Faculty Learning Communities, Service Learning workshops, the Student Engagement Certificate Program, and individual consultations through the Office of Service Learning and Civic Engagement, faculty build skills to incorporate community engagement into their curriculum, research, and co-curricular activities. These efforts help ensure that community-engaged learning is embedded across diverse disciplines, enriching student experiences and strengthening university-community partnerships.

4. CSUSM’s Undergraduate Learning Outcomes (ULOs) align with the university’s mission to prepare students for personal growth, professional success, and civic engagement. Integrated across all academic departments and supported by approximately 815 faculty members, ULOs ensure graduates possess essential skills to succeed in life and contribute meaningfully to society.

Key ULOs include:
- Knowledgeable in the Field: Mastery of discipline-specific knowledge and skills.
- Critical and Creative Thinking: The ability to analyze, synthesize, and solve complex problems.
- Global and Cultural Intelligence: Engagement with diverse perspectives to promote collaboration and understanding.
- Effective Communication: Proficiency in written, oral, and digital communication across contexts.
- Engaged and Responsible Citizenship: Cultivation of civic engagement, ethical decision-making, and social responsibility.

5.2.5. Participation on learning communities, writing retreats, engaged learning institutes related to community engagement

CSUSM encourages community engagement through a variety of faculty development programs and events equipping faculty and staff with the knowledge and competencies to design and implement high-quality, community-engaged work. Such opportunities demonstrate the university's commitment to developing and sustaining meaningful partnerships, enhancing effective teaching, and preparing students for success in life.

1. Sponsored by the Faculty Center, Faculty Learning Communities (FLCs) provide faculty with an opportunity to engage in significant work and peer learning in a supportive environment. FLCs are peer-led cohorts that promotes active, collaborative learning, and may focus on teaching and learning, research and scholarship, leadership and service, or other topics of mutual interest to faculty. FLC goals include building community within and across departments, stimulating innovation, and enhancing teaching and learning both in individual courses and across campus.

FLC participants share their findings with the broader campus community through events such

as the Faculty Center Teaching and Research Expo and by contributing to the Faculty Center's resource library. In the 2024-25 academic year, Faculty engaged in the Student Engagement Certificate Program, which included workshops like "Creating Inclusive Classroom Communities: A Path to Belonging," helping instructors develop inclusive learning environments critical to fostering community engagement.

Each FLC can hold 6–12 participants and requires a commitment of one semester up to a full academic year to ensure rich collaboration and significant outcomes. While not all FLCs are formally centered on community engagement, topics such as inclusive teaching, belonging, and partnership development are central themes that support faculty in community-engaged scholarship and practices.

2. Organized by the Office of Undergraduate Studies , the Service Learning Faculty Summer Institute is an intensive, four-day experience where faculty learn how to bring service learning into their classes. The institute equips faculty to develop or enhance service learning components in their curriculum. Highlights include:
- Aligning community service to the course learning objectives.
- Determining community partners according to the course needs.
- Designing reflective activities tied to learning objectives and service experiences.
- Developing rubrics to assess student learning outcomes.
- Exploring opportunities for community-engaged research within service learning courses.

This institute accepts 8 to 12 participants per year and targets faculty who have never taught service-learning courses. In supporting faculty from all ranks and colleges, the program expands service learning on campus and includes a variety of voices. The cohort model supports a focused and interactive environment that encourages collaboration, allows for peer-to-peer support, and underscores CSUSM's commitment to preparing faculty to provide students with transformative, real-world learning experiences.

3. The School of Education hosts the San Marcos Writing Project, a Summer Institute for K–16 educators including faculty. This professional development network provides the support needed to raise student writing achievement by better preparing schools to teach writing. As many as 20 members in each year's cohort will write, share their writing, and develop effective writing instruction methods. Participants may also lead professional development workshops in their schools and communities. The 2024 Summer Institute, in-person and virtual, included Monday–Thursday sessions and offer participants stipends and the opportunity for graduate credit.

The Effective Writing Instruction Symposium also provides support for K–12 educators and faculty. This in-person institute is five days in length and accepts 30 participants annually. The institute focuses on enhancing in-classroom writing practices. The 2024 symposium focused on the following:
- Creating conditions for standards-based, effective writing instruction
- Providing meaningful feedback on student writing while managing workload
- Using mentor texts to facilitate learning
- Incorporating technology to support student writing

Participants gain practical tools, professional development opportunities, and networking connections that improve teaching practices and classroom outcomes.

4. While primarily designed for student leadership development, the Tukwut Leadership Circle provides several workshops and events that faculty and staff can participate in. Many of these sessions focus on aspects of leadership, interpersonal skills and professional development that are highly relevant for working effectively with community partners.

For example, the “Cultural Understanding & Effective Leadership” workshop helps participants deepen their understanding of personal values, cultural differences, and leadership approaches across different communities, key skills that support successful community engagement. Additionally, initiatives such as the Mountain Shadows: Painting Our World Radiantly (M:POWR) mural projects have offered TLC participants hands-on opportunities to collaborate with local community members, fostering cultural understanding and strengthening community relationships. Participation in M:POWR has been recognized with certification through the United Nations Educational, Scientific and Cultural Organization, further emphasizing its impact on civic and community engagement development.

5.2.6. Training to understand ethical engagement practices that ensure equitable access and opportunity related to community engagement

-- empty or did not respond --

5.2.7. Documenting and evaluating promotion, tenure, and/or reappointment dossiers for faculty candidates and reviewers

-- empty or did not respond --

5.2.8. Global and intercultural community engagement

-- empty or did not respond --

5.2.9. Climate and Sustainable Development Goals connected to community engagement

As part of CSUSM’s Sustainability Master Plan, CSUSM offers 70 courses that integrate sustainability and experiential learning into their curriculum. In an effort to transform the campus into a living laboratory, students actively participate in sustainability projects that enhance their educational experience and benefit the university community. Examples include the university’s implementation of four Campus as a Living Laboratory (CALL) grants integrating sustainability into academic curricula through practical, campus-based projects:

Stormwater Management in the Classroom (2018): Dr. Karno Ng (Chemistry) engaged students in enhancing CSUSM's stormwater management plan, providing hands-on environmental stewardship experience.

Data Visualization with Art and Technology (2016): Professor Lucy Solomon (School of Arts) led students in using art and technology to visualize and communicate campus sustainability efforts, fostering creative environmental connections.

Mixed-Use Greenhouse Project (2015): Dr. Tracey Brown (Biology) redesigned Biology 338 to include sustainability themes and facilitated the construction of a campus greenhouse, offering students a hands-on facility to study sustainable practices.

Sustainable Business Practices Course Redesign (2015): Dr. Catalin Ratiu (Business Administration) restructured Management 474 to analyze and improve campus business practices, enabling students to apply theoretical knowledge to real-world sustainability initiatives.

Several departments also actively integrate climate action, sustainability, and community engagement into their programs including:
- CASC serves as an interdisciplinary hub providing students with opportunities in climate change, climate justice, and sustainability. The center supports curricular and co-curricular activities, facilitates collaboration among faculty, staff, and external stakeholders, and emphasizes hands-on learning, such as the student-produced podcast "Climate to Action."
- The Climate Change Faculty Working Group, established in 2020, includes 33 faculty members from various departments, showcasing broad participation in climate-related initiatives. Programs like the Planet Mentorship Program empower students from diverse backgrounds to address climate challenges. This paid mentorship pairs students with faculty and staff mentors across disciplines, helping students develop skills in communication, project development, and creative problem-solving. The program culminates in an exhibition of personal stories and environmental data displayed in CSUSM’s Data Stacks in Kellogg Library.
- The department of Chemistry and Biochemistry has made a significant commitment to green chemistry, focusing on designing chemical products and processes that reduce or eliminate hazardous substances. In March 2021, CSUSM became the first institution in the California State University system to sign the Green Chemistry Commitment with the nonprofit Beyond Benign, aligning the department with the Green Chemistry Student Learning Objectives. The department comprises a dedicated team of tenure-track and lecturer faculty members who contribute to this initiative. Student involvement is represented by the American Chemical Society (ACS) Student Chapter at CSUSM. This group has actively promoted green chemistry principles on campus, earning recognition from Beyond Benign for their efforts. The chapter's initiatives include hosting events to increase awareness and implementation of sustainable practices within the chemistry community.
- Offered through Extended Learning, the Environmental Leadership Academy is a certificate program dedicated to enhancing awareness and engaging leaders in critical thinking about environmental issues that impact quality of life, such as climate change, air and water quality, land-use change, endangered species, energy, and waste. Offered through the Environmental Leadership Institute (ELI), the ELA provides participants with a balanced understanding of environmental challenges, supporting sound decision-making and best practices. The curriculum includes field demonstrations, interactive group discussions, expert panels, and focused lectures by experienced subject-matter experts. Participants who complete the program receive a certificate of completion, recognizing their enhanced capacity to lead in environmental contexts. The academy aims to provide leaders with the tools to manage valuable resources through collaborative, workable solutions.

Across its initiatives, CSUSM integrates sustainability, climate action, and community engagement into its academic and co-curricular programs. By leveraging faculty expertise, student participation, and innovative projects, the university provides transformative educational experiences to prepare them to emerge as leaders in solving complex environmental and societal issues. Together, these efforts strengthen CSUSM as a leader in both sustainability education and community impact.

5.2.10. Social innovation, entrepreneurship and economic engagement

-- empty or did not respond --

5.2.11. Engaged learning webinars and workshops

-- empty or did not respond --

5.2.12. Other: please describe

-- empty or did not respond --

3. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for faculty/staff that partake in academic community engagement. (Maximum word count: 500)

CSUSM recognizes faculty and staff contributions to academic community engagement through several campus-wide awards and celebrations:

1. Community Engaged Scholar Award: This award honors faculty and staff who demonstrate exceptional commitment to academic community engagement. Recipients collaborate with community partners on research, teaching, or service projects addressing critical community needs, enhancing student learning, and contributing to scholarly knowledge. Awardees exemplify CSUSM's mission of promoting civic responsibility and creating meaningful community impact.

2. Exceptional Service Awards: Established under the 2022-2025 Collective Bargaining Agreement, these awards provide assigned time (Weighted Teaching Units) for faculty engaged in significant service activities beyond standard workloads. Eligible activities include mentoring underserved students, developing high-impact practices, redesigning curricula to improve access and success, and extensive university or community service. The program recognizes faculty whose efforts enhance student success and educational experiences.

3. Faculty Center Research Colloquium: Organized by the Faculty Center, this event recognizes faculty scholarly achievements. Held each semester, it provides a platform for faculty to present their research, scholarship, or creative activities to colleagues across disciplines, fostering

intellectual engagement and collegiality. Presenters are selected by the Faculty Center Advisory Council, with participation limited to CSUSM tenure-track faculty, lecturer faculty, and administrators with faculty rank. Faculty are encouraged to nominate peers for future colloquia.

4. President's Outstanding Faculty Awards: Presented annually during a ceremony hosted by the President’s Office, these awards honor faculty for exceptional contributions in teaching, scholarship, service, and creativity. Categories include:
- Outstanding Lecturer Award: Recognizes significant contributions to student learning and educational excellence.
- Scholarship & Creative Activity Award: Honors faculty for substantial contributions to their field through research or creative work.
- Service Leadership Award: Acknowledges faculty who enhance CSUSM’s community engagement through impactful service.
- Teaching Innovation & Excellence Award: Celebrates innovative teaching practices that positively impact education.

5. Service Learning Showcase and Awards Celebration: Held annually in May, this event celebrates the collaborative efforts of students, faculty, and community partners in service learning. Participants present their projects through poster sessions, fostering networking and partnerships. Awards include:
- Outstanding Student Award: For significant social impact and strong course content connections.
- Outstanding Faculty Award: For exemplary service learning partnerships.
- Outstanding Community Partner Award: For meaningful collaboration with faculty and students.

Additionally, CSUSM recognizes external collaborators through the Community Partner of the Year Award, which acknowledges organizations that foster impactful partnerships. In 2023, Palomar College was honored for its collaboration with CSUSM to create pathways for nursing students to pursue concurrent degrees, accelerating workforce readiness and enhancing career prospects.

These awards and celebrations highlight CSUSM’s commitment to fostering community engagement and creating impactful partnerships that benefit students, faculty, and the broader community.

4. Provide five to 10 examples of staff scholarship (conference presentation, publication, consulting, awards, etc.) that have taken place since your last classification. A title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement. (Maximum word count 1,000. Web links can be provided as part of the description.)

Since California State University San Marcos received its initial Carnegie Community Engagement Classification, faculty and staff have actively contributed to various scholarly activities, including the following:

1. Asian and Pacific Americans in Higher Education (APAHE) Conference, Workshop Session

Presentation: CSUSM staff, faculty, and doctoral students presented the workshop “Servingness” for Native Hawaiian and Pacific Islander Students: Leadership Strategies for Advocacy at the APAHE Conference, an annual event addressing issues in Asian and Pacific American higher education. The session focused on leadership strategies for advocacy, securing funding, and implementing practices to support NHPI students' success and well-being.

By emphasizing "servingness," the workshop integrated academic inquiry with practical applications to benefit NHPI communities, encouraging reflection, knowledge sharing, and actionable strategies. It exemplified community engagement scholarship by integrating academic inquiry with practical applications aimed at benefiting NHPI communities and contributed to the discourse on equity and inclusion in higher education, addressing systemic challenges faced by underrepresented groups.

2. Seal of Excelencia Certification: CSUSM received the Seal of Excelencia in 2023, recognizing its commitment to advancing Latino student success through targeted programs, partnerships, and data-driven strategies that align with community engagement principles. The certification highlights efforts in:
- Institutional Commitment: Sustained support through intentional programming and resources for Latino students.
- Partnerships and Collaboration: Building relationships with community organizations to address student needs.
- Student-Centered Practices: Creating an environment where students feel valued and supported.

These initiatives reflect intersect with scholarly activities such as research, publications, and conference presentations, contributing to broader discussions on educational equity and engagement. Thus, the Seal represents a platform that fosters and supports community engagement practices and scholarship.
https://www.csusm.edu/hsi/seal-of-excelencia.html

3. HSI Summit: CSUSM’s HSI Summit (Hispanic Serving Institution) is an annual event that convenes staff, faculty, administrators, and students to engage in meaningful dialogue, share strategies, celebrate successes, and enhance efforts promoting Latinx student success and fostering an inclusive and equitable environment. Staff members who present research findings, lead workshops, or develop programs as part of the summit engage in community engagement scholarship, especially when their contributions involve systematic inquiry into practices that promote Latinx student success and have implications beyond the university.
https://www.csusm.edu/hsi/summit/index.html

4. Success Coaching Program, Excellence and Innovation Award for Student Success: CSUSM's Success Coaching Program, honored with the Excellence and Innovation Award for Student Success by the American Association of State Colleges and Universities (AASCU), exemplifies community engagement scholarship through data-driven strategies, collaboration, and measurable impact. It identifies and addresses barriers faced by first-generation and underserved students, fostering equity and inclusion while improving retention and graduation rates. Success coaches build a network of support by working closely with students, faculty, and resources, creating a strong sense of community. The program’s outcomes, including enhanced student performance, serve as a model for other institutions, with staff sharing insights through presentations and publications. This research-informed initiative highlights the transformative

potential of community-focused educational practices.

5. Publication, "Democratic Engagement and Community Engagement: The American Democracy Project at California State University San Marcos": This article examines how CSUSM integrates civic and community engagement through its participation in the American Democracy Project (ADP). Authored by Scott Gross (who was associated with the Division of Community Engagement), Kimber M. Quinney, and Catalina Langen, it highlights initiatives that foster civic responsibility among students, faculty, and staff by connecting academic coursework and co-curricular programs with community-based projects. The article emphasizes student-centered approaches, such as service-learning courses and leadership opportunities, to prepare students for active democratic participation. It underscores the collaborative efforts of faculty, staff, and community partners in building a culture of engagement and evaluates the program's impact on addressing societal challenges through education and partnership.
https://ejournalofpublicaffairs.org/wp-content/uploads/2018/04/10_177-1114-1-GALLEY-.pdf

6. Publication, CSUSM Civic Action Plan: This publication by staff from the Division of Community Engagement, the CSUSM Civic Action Plan outlines the university's commitment to advancing civic learning, democratic engagement, and community impact. It emphasizes five key priorities: fostering civic ethos across campus, integrating civic engagement into academic disciplines, preparing students for civic participation, enhancing community partnerships, and promoting social equity. The plan details strategies such as service learning, collaborative projects with community organizations, and co-curricular activities to equip students with skills for active citizenship. This comprehensive approach positions CSUSM as a leader in cultivating a culture of civic responsibility and addressing community needs through education and engagement.
https://www.csusm.edu/slce/civicengagement/documents/csusm-civic-action-plan-final.pdf

7. Richard E. Cone Award for Emerging Leaders in Community Engagement: Named after Dr. Richard E. Cone, a pioneer in service-learning and community engagement, this prestigious recognition is presented annually by California Campus Compact and honors individuals in higher education who demonstrate exceptional leadership and innovation in advancing community engagement and civic learning.

Rochelle Smarr, formerly the Director of Service Learning and Civic Engagement at CSUSM, received the Richard E. Cone Award for Emerging Leaders in Community Engagement for her impactful work in service learning and fostering community-campus partnerships. With over 16 years of experience at institutions like the City College of New York and Cornell University, she led CSUSM’s Civic Action Plan and initiatives that connect student learning with real-world applications. Rooted in a family legacy of service, Smarr’s leadership significantly benefitted both the university and the local community, embodying the values recognized by this prestigious award.
https://news.csusm.edu/cone-award-recognizes-smarrs-work-and-leadership/

5. Provide five to 10 examples of faculty scholarship from as many different disciplines as possible that have taken place since your last classification - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (Maximum word count: 1000). Web links can be provided as part

of the description.

1. In collaboration, Dr. Grant Muāgututi'a, Dr. Theresa Suarez from CHABSS, and Dr. Madeline Lee from the CEHHS are reshaping cultural studies, sociology, and social work by tackling systemic inequities affecting the Sāmoan community. Partnering with nonprofits like the Youth Opportunities Network and the Oceanside Sāmoan Cultural Committee, they launched the Gagana Sāmoan Language & Performing Arts Program in 2024. This program provides free, culturally relevant education for youth and adults, preserving language and cultural heritage across generations. By fostering reciprocal partnerships and shared goals, this initiative demonstrates how community-campus collaborations can create transformative, lasting change in education and in cultural preservation.

2. Dr. Ranjeeta Basu, in partnership with CSUSM's Office of Inclusive Excellence, established Mindful CSUSM: Center for Contemplative Practices in 2017 to embed contemplative practices into campus life. The center offers workshops, healing spaces, and research support, promoting deep learning, well-being, and compassionate dialogue. By institutionalizing these practices, Mindful CSUSM has transformed the university's culture, becoming a model for integrating mindfulness into academic and community settings. Its impact is both pervasive and enduring, influencing students, faculty, and staff across CSUSM's campuses.

3. Dr. Rodney Beaulieu teaches in the American Indian Studies Department and the Public Health Department at CSUSM. His recent study disproved Heritage Foundation's claim that California Indians receive more educational funding than non-Hispanic white students and his findings showed a greater need for resources in California Indian communities. In collaboration with the California Indian Culture and Sovereignty Center (CICSC), the San Diego County Office of Education and the California Museum & Cultural Center, he supports professional training for public school teachers and guiding educational policies. In addition, he is active with an emerging group, Three Gathering Project, that spans North and South America to engage school administrators in sharing strategies for tailoring curriculum to meet native needs.

4. Dr. Raj Pillai from CoBA has expanded his collaborative network by partnering with Dr. Dan Martin from Cal State East Bay to develop the Compassionate Leadership Certificate Program, addressing critical leadership challenges. With Dr. Dan Martin's organization, Brightsity and Stanford University's Center for Compassion, Altruism Research, and Education, he has created a program that applies innovative theories to community leadership. It supports projects serving underserved populations, such as Wounded Warrior Homes and the Boys & Girls Club of San Marcos. This program highlights how empathy and community-centered leadership practices can create meaningful, far-reaching impacts in education and social services.

5. Dr. Christina Holub's community engaged research addresses health disparities among Pacific Islanders and Latine/x Americans. Her NIH-funded research integrates community's voices to design culturally tailored health interventions which includes a mobile health (mHealth) application for mental health, chronic disease prevention, in addition to a community hub to connect Pacific Islander as well as Latinx communities together. Dr. Holub collaborates with policymakers and local organizations as well as businesses to address social determinants of health exacerbated by COVID-19 while mentoring underserved students in research and advocacy at CSUSM.

6. Dr. Carly Offidani-Bertrand and Dr. Paola Ometto exemplify interdisciplinary engagement

through their research on entrepreneurship in marginalized communities. Supported by a $215,740 National Science Foundation (NSF) grant, their project explores how undocumented entrepreneurs navigate systemic barriers. Partnering with CSUSM's DREAMer Resource Office, their research incorporates focus groups, network mapping, and interviews to generate practical solutions for aspiring entrepreneurs. Their collaboration has led to workshops, tools, and programs that expand opportunities for minority business owners, fostering student engagement in applied research, while advancing entrepreneurship education and equity.

7. Dr. Sabrina Liu, integrates research, education, and community partnerships to address pressing issues like intergenerational trauma, mental health disparities, and childhood adversity. Supported by the NIH, the American Psychological Foundation, and other prestigious research agencies, her work uses precision medicine to study how adverse experiences affect children's neurodevelopment. In collaboration with Dr. Jacqueline Shanks (Nursing), she co-led an Interprofessional Education Seminar for over 80 students from Human Development, Social Work, and Nursing. The seminar explored Rady Children's Transforming Mental Health (TMH) initiative, which embeds mental health services into pediatric primary care through team-based collaboration. Supported by the Dean's Office and a CSUSM Building Partnership Grant, students applied TMH's model in multidisciplinary case discussions. As fieldwork coordinator for the Human Development Wellness Coach Certification Program, Dr. Liu also strengthens reciprocal partnerships by placing students in meaningful roles with community organizations.

8. Drs. Jeff Nessler and Sean Newcomer, Professors in the Kinesiology Department, worked with the Tony Hawk Foundation (now known as the Skatepark Project) to provide them with data that they can use to advocate for cities to build community skateparks. They published two journal articles in the International Journal of Exercise Science and with the National Strength and Conditioning Association Journal. The results suggest that individuals at skateparks are getting a high level of physical activity (not necessarily engaging in other negative behaviors).

9. Dr Youwen Ouyang, Professor in the Computer Science Department, has ran Code Questions Clubs in several high schools in the North County San Diego. These clubs create opportunities to get girls engaged with coding during the early years in high school to increase their participation in Computer Science in college. High school girls also participated in the Women's Hackathon held annually on the CSUSM campus. Dr. Ouyang presented her work in several conferences and is recognized by the CSU through the Faculty Innovation Award (https://news.csusm.edu/faculty-innovation-award/).

10. Drs. Sinem Siyahhan (School of Education) and Edward Price (Physics Department) published several journal articles, book chapters, and presented at academic conferences on the findings from their Mobile Making afterschool program which they have been running for 10 years. This community-university partnership program recruits undergraduate students through service learning courses to serve as facilitators of maker-based STEM activities at school, library, and community sites. Each semester the afterschool program runs for nine weeks, once a week for 90 minutes. Children (grades 4th through 8th) participate in the program, approximately 300 children per semester.

6. Provide five to 10 examples of student scholarship from as many different disciplines as possible. A title may not convey how the example is about community engagement, so please provide a short description of how the

activity is related to community engagement Please clarify if the work highlighted is undergraduate or graduate student scholarship. (Maximum word count: 1000). Web links can be provided as part of the description.

1. Democracy in Action, Service Learning & Civic Engagement
Democracy in Action is a community engagement practice through which CSUSM faculty and students partner with a local city government to conduct research, gathering qualitative and quantitative data to benefit city projects that are back-logged or need additional attention. Faculty and students work closely with city officials to hone their expertise on specific scopes of work, and the students provide a polished, final report to the city. In the process, students learn about city government, attend city council meetings, become more civically engaged, and ideally consider the prospects of working in local government. This program aligns with the goals of undergraduate learning by fostering practical experience, civic engagement, and the application of academic knowledge to address community challenges. While primarily targeted at undergraduates, graduate student involvement could depend on specific program structures or collaborative opportunities with faculty.
https://www.san-marcos.net/live/democracy-in-action?utm_source

2. Undergraduate Scholars Research, Department of Communication & Media Studies
Through the entry points of courses such as COMM 390, Research Methods and Design and COMM 402, Rhetorical Criticism, undergraduate student scholars majoring in Communication or Mass Media have an opportunity to complete and submit original research to a campus, regional or national conference; create and deliver a professional presentation to faculty and students; receive feedback from scholars in the field; meet other undergraduate scholars locally, regionally or nationally; learn about other’s research interests; and, learn about graduate studies in Communication or Media Studies.
https://www.csusm.edu/communication/undergraduate-scholars-research/index.html

3. Symposium on Student Research, Creative Activities, and Innovation, The Office of Graduate Studies and Research: Organized by the Office of Graduate Studies and Research, this symposium is an annual event showcasing undergraduate and graduate student work across diverse disciplines. Students present research, creative projects, and innovative ideas through posters, oral presentations, and exhibits. The symposium fosters professional development, interdisciplinary collaboration, and community engagement, with top projects advancing to the CSU-wide Student Research Competition. This event highlights the scholarly and creative contributions of CSUSM students while promoting intellectual exploration and innovation.
https://www.csusm.edu/research/student/src.html

4. Town Hall Meetings, Civic Learning Initiative: This initiative aims to integrate civic learning into the academic and co-curricular experiences of students, fostering a commitment to civic responsibility and democratic participation. Town Hall Meetings are primarily designed for undergraduate students. These events are integrated into undergraduate courses to provide students with opportunities to engage in meaningful discussions on social and policy issues with peers, faculty, and community members. The goal is to enhance civic learning and foster active citizenship among students as part of their academic and personal development.

5. Art Exhibitions, Art, Media, and Design (AMD) Department, School of Arts: CSUSM’s AMD Department hosts exhibitions, such as "Call it From the Mountain" and "Juncture: Aesthetic Forms and Performance," showcasing student work with a focus on community engagement.

These exhibitions emphasize community engagement by fostering dialogue and connections among artists, viewers, and the broader community, and providing students with opportunities to explore real-world challenges through artistic expression. Primarily designed for undergraduate students, these events highlight creative projects and collaborations with faculty, alumni, and community partners. "Call it From the Mountain" addresses environmental and social issues through partnerships with conservation organizations, while "Juncture" features diverse artistic mediums, fostering dialogue and connections between artists and the community. These exhibitions provide a platform for students to explore real-world challenges through artistic expression. While the exhibitions predominantly feature undergraduate work, graduate students may also participate if their academic or creative pursuits align with the exhibition themes and if they collaborate with faculty or departments involved in hosting the events.

6. Senior Experience Program, College of Business Administration: This program connects undergraduate business students with local organizations to address real-world challenges. Through collaborative projects, students apply academic knowledge, conduct research, and develop innovative solutions that benefit community partners. This program exemplifies community engagement scholarship by fostering university-community partnerships, enhancing regional development, and preparing students for professional success through practical, impactful experiences.

Students in CSUSM's Senior Experience program present their projects at the Senior Experience Trade Show, held each semester. This event allows teams to showcase their work through posters and presentations to faculty, community partners, and the public. It highlights collaboration between the university and the community, celebrates student achievements, and provides valuable professional networking opportunities.
https://www.csusm.edu/coba/signature-programs/senior-experience/index.html

7. Internship Program, Career Center: The Career Center’s Internship Program at CSUSM exemplifies community engagement scholarship by integrating academic learning with real-world experience through partnerships with local businesses, non-profits, and organizations. Students apply classroom concepts to address organizational challenges, fostering professional growth and social responsibility. The program emphasizes community collaboration, reflection, and learning, allowing students to connect academic and professional development with broader societal impacts. Internships are tailored to meet the diverse needs of students across various disciplines, fostering professional growth and community engagement for all participants. The program provides opportunities for undergraduates to gain hands-on experience and apply academic knowledge to real-world challenges, often as part of their academic requirements or co-curricular activities. Graduate students can also participate, especially when seeking internships that align with their advanced studies, career goals, or research interests.
https://www.csusm.edu/careers/internships/community_industry/index.html

7. Describe how the institution regularly measures and assesses faculty community engagement, particularly as it relates to outputs and outcomes relative to teaching, research/creative activity, and/or service. How is data used to improve programs and outcomes? How have the results changed since your last classification? Provide relevant links. (Maximum word count: 500)

CSUSM employs a comprehensive approach to assess faculty community engagement across teaching, research, and service. This assessment is integrated into the faculty evaluation process, particularly within the Retention, Tenure, and Promotion (RTP) framework. Faculty members are encouraged to document their community-engaged activities, highlighting how these efforts enhance student learning, contribute to scholarly work, and benefit the community. The RTP guidelines specifically note community-engaged scholarship as a recognized form of teaching, research or creative activity, and service, ensuring it is appropriately evaluated and valued.

Since the last classification, CSUSM has enhanced its evaluation process by incorporating explicit language and structured prompts within RTP materials that invite faculty to describe community-engaged teaching, scholarship, and service. For example, faculty are encouraged to contextualize how their community partnerships advance academic objectives and produce reciprocal benefits for both the university and the community. In addition, department- and college-level RTP guidelines increasingly include examples of community engagement activities (such as service-learning course development, community-based participatory research, and civic leadership roles) as legitimate evidence for tenure and promotion consideration.

To support and enhance community-engaged scholarship, CSUSM offers various professional development opportunities. The Service Learning & Civic Engagement (SLCE) office provides one-on-one consultations to assist faculty in designing service-learning courses, developing assessment strategies, and conducting related research. Additionally, the Faculty Center hosts Faculty Learning Communities (FLCs) focused on high-impact practices, experiential learning, and community engagement integration across disciplines.

Data collected from RTP dossiers, professional development activities participation, and feedback surveys are used to refine programs and strengthen community engagement infrastructure. Faculty feedback has led to expanded grant offerings, additional training workshops, and clearer guidelines for documenting community-engaged scholarship in the RTP process.

These efforts demonstrate CSUSM's commitment to fostering a culture of community engagement, recognizing its value in enriching academic experiences, advancing knowledge, and addressing societal needs.

8. Indicate the campus approach to faculty tenure and promotion: (Check all that apply)

My campus has a tenure and promotion structure defined at the department level.
My campus has a tenure and promotion structure defined at the school level.
My campus has a tenure and promotion structure defined at the institutional level.

9. Describe policies and practices that support faculty community engagement at your institution, such as search and recruitment, annual review, reappointment, , bonuses, and/or merit pay. Do NOT include promotion and/or tenure policies in this response. Specify if these policies are

different for faculty of different employment statuses (tenured/tenure track, adjunct/clinical/full time non-tenure track, and part/full time.) (Maximum word count: 500)

The following policies and practices collectively demonstrate CSUSM's commitment to fostering faculty involvement in community engagement throughout their academic careers.

a. Search and Recruitment: Community engagement is integrated into faculty search and recruitment processes, particularly for tenure-track positions. Job postings emphasize CSUSM's dedication to service, diversity, and innovation, and university-community partnerships. For example, the College of Business Administration highlights experiential learning and impactful service engagement when recruiting new faculty.

Teaching assistants and staff with dual administration/teaching roles are also encouraged to participate in community initiatives. CSUSM’s public job postings, mission statements, and strategic priorities, consistently attract candidates who are aligned with the university’s values and its commitment to strong community engagement.

b. Annual Review and Reappointment: The integration of community engagement into Annual Review and Reappointment policies varies by faculty type and department. For tenure-track and tenured faculty, Retention, Tenure, and Promotion (RTP) policies include community engagement as a component of service and scholarship, though its emphasis differs across colleges. For example, some departments in the College of Humanities, Arts, Behavioral & Social Sciences (CHABSS) explicitly highlight community-engaged scholarship in RTP standards. For lecturers and part-time faculty, evaluations primarily focus on teaching effectiveness, with less emphasis on community engagement unless directly tied to their roles.

Staff in dual administration/teaching roles may have community engagement considered in their evaluations if outreach or partnership development is part of their responsibilities. CSUSM signals its commitment to community engagement through its mission, strategic priorities, and public job postings that emphasize service and civic responsibility.

10. Describe the policies for faculty promotion (at tenure-granting campuses) from all levels of the institution (campus, college or school, department) that specifically reward faculty community-engaged scholarship. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well. Describe the pervasiveness of the policies outlined in question. For example, are they practiced across the institution? By most departments? By a few? (Maximum word count: 500)

At California State University San Marcos (CSUSM), Retention, Tenure, and Promotion (RTP) policies recognize and reward community-engaged scholarship (CES) across institutional levels. CES is valued as part of faculty contributions to teaching, research or creative activity, and service, fostering a culture of civic responsibility and university-community partnerships.

1. Policies Across Institutional Levels:

a. Institutional Level:
CSUSM's university-wide RTP guidelines acknowledge CES as a form of scholarship. Faculty are encouraged to document community-engaged activities in RTP portfolios. The Faculty Center and the CEFAC provide resources to integrate CES into evaluations, establishing a framework recognized across colleges and departments.
b. College or School Level:
Colleges such as the College of Humanities, Arts, Behavioral & Social Sciences (CHABSS) have RTP standards that highlight CES. Faculty in CHABSS are evaluated on their ability to integrate community engagement into teaching, research, and service. The College of Business Administration (CoBA) similarly promotes experiential learning and community-focused projects, aligned with institutional priorities.
c. Departmental Level:
Some departments have discipline-specific RTP guidelines that value CES. For example, the Human Development Department's standards reward faculty for incorporating community engagement into teaching and scholarly. Faculty in the College of Education, Health & Human Services also frequently integrate community partnerships into research and service. Emphasis on CES varies depending on disciplinary norms and priorities.

2. Community-Engaged Scholarship Across RTP Categories:
a. Teaching:
Faculty engagement with service-learning, community-based internships, and applied research collaborations is recognized under teaching effectiveness. Service-learning courses allow students to apply academic knowledge to address community needs.
b. Creative Activity/Research:
Community-engaged research, including community-based participatory research (CBPR), is accepted as evidence of scholarly productivity. Faculty are encouraged to show how their scholarship addresses community-identified priorities.
c. Service:
Community service activities, such as serving on advisory boards or leading civic initiatives, are acknowledged as professional service contributions. Faculty document reciprocal benefits to both the university and community.

3. Application Across Faculty Types:
a. Tenured and Tenure-Track Faculty:
CES is formally recognized for tenured and tenure-track faculty across teaching, research, and service categories.
b. Non-Tenure Track Faculty:
For lecturers, CES is evaluated if explicitly tied to instructional assignments, especially in service-learning courses. Evaluations primarily focus on teaching effectiveness but may include community engagement components.

4. Teaching Assistants and Staff in Dual Roles:
Teaching assistants are evaluated based on instructional support, not CES. Staff in dual administrative/teaching roles may include CES if evaluation duties involve outreach or partnership-building.
a. Pervasiveness of Policies:
Policies recognizing CES are institutionalized but vary across colleges and departments. University-wide guidelines apply to all tenure-track faculty, though emphasis is strongest in community-oriented disciplines. The overall trend is toward broader recognition of community

engagement in evaluation processes.
b. Institutional Support and Signaling:
CSUSM underscores CES through its mission statement, strategic priorities, and Carnegie Foundation classification. Public job postings, recruitment materials, and programming attract faculty committed to community engagement reinforcing its role in academic culture.

11. In the period since your last classification, if you made revisions to faculty community engagement reward policies to promotion and tenure (at tenure granting campuses) please address the following where applicable:

a. Describe how policies reward faculty for community engaged teaching and learning, research, creative activity, and service. Provide examples of policy descriptions that support community engagement in each of the faculty roles below:

(i) Community engaged teaching and learning (Maximum word count: 500)

The most recent revisions to the university Retention, Tenure, and Promotion (RTP) policy dated 02/11/2025 include the following statement for all promotion, tenure, and retention files: “A Candidate may include in their narrative, within the scope of review, significant professional activities accomplished in support of community engagement, service learning, and civic engagement. Any accomplishments associated with these activities will count towards the 30-item limit established above.”

The 2021 RTP standards for CSTEM and the Department of Political Science at CSUSM reflect significant revisions to highlight the importance of community engagement in teaching, research, and service. These revisions align with CSUSM’s mission to promote civic responsibility, foster university-community partnerships, and enhance student learning through practical applications of academic knowledge.

CSTEM RTP standards emphasize the integration of community-based learning into teaching practices. Faculty are encouraged to develop courses that connect students with local organizations through internships, service-learning projects, and community-focused curricula. The document explicitly states that faculty are expected to demonstrate “sustained excellence in teaching, research, and community partnerships” emphasizing the importance of incorporating partnerships to involve students in real-world problem-solving while fostering civic responsibility and addressing community needs.

Similarly, the Department of Political Science RTP standards encourage faculty to create opportunities for students to engage with local, regional, or global communities. The standards highlight the need to provide high-quality instruction that integrates experiential learning, including service-learning and internships, allowing students to analyze and address pressing political and social issues. This focus demonstrates the department’s commitment to preparing students as informed and engaged citizens.

(ii) Community engaged research and creative activity (Maximum word count:

500)

The RTP standards for CSTEM recognize community-engaged research as a valued form of scholarship. Faculty are encouraged to engage in collaborative projects with local partners that address regional challenges and contribute to public welfare. The standards specify that research evaluations should consider the “quality and impact” of scholarly work, particularly those involving “collaboration with community stakeholders” ensuring faculty efforts pursuing CES are rewarded for creating knowledge that directly benefits society.

In the Political Science RTP standards, community-engaged research is recognized as a significant contribution to the discipline. Faculty are encouraged to collaborate with local organizations and governmental bodies to produce research that informs public policy or addresses community issues. These standards emphasize applied scholarship with practical benefits for both academia and the broader community.

(iii) Community engagement as a form of service (Maximum word count: 500)

Both CSTEM and Political Science RTP standards explicitly value service activities that foster meaningful university-community relationships. In CSTEM, faculty are encouraged to participate in advisory roles, community boards, and outreach programs that enhance STEM education in local schools or address community challenges. These activities are seen as essential contributions that promote inclusiveness and civic engagement.

In Political Science, service activities such as organizing public forums, consulting for community organizations, and providing expertise to local governments are explicitly acknowledged. These contributions demonstrate the department’s dedication to strengthening civic engagement and addressing public needs.

In sum, the 2021 RTP standards for CSTEM and the Department of Political Science reflect CSUSM’s institutional commitment to community engagement. By explicitly valuing community-engaged teaching, research, and service, these standards ensure faculty are recognized and rewarded for their efforts to connect academic work with societal impact. These policies represent a progressive step toward fostering a culture of civic responsibility and scholarship that benefits the university and the broader community.

b. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service. Describe the pervasiveness of the policies. (Maximum word count: 500)

Since its 2015 Carnegie classification, CSUSM has revised multiple college and department-level RTP policies to explicitly reward faculty for community engagement across teaching, research/creative activity, and service. These policies reflect CSUSM’s institutional commitment to fostering community partnerships and recognizing the value of faculty contributions to societal well-being.

Example 1: Public Health Program (Master of Public Health - MPH)
“In the Public Health Program, 'effective Teaching' is defined as activity that promotes student learning, reflection, and professional growth in support of the College Mission and will be demonstrated by evidence included in the Working Personnel Action File (WPAF). Effective teaching is multifaceted and may include instructional activity that takes place at off-site locations.”

The Public Health Program RTP standards (2021) emphasize community engagement in all faculty roles. Faculty are expected to integrate community-based learning into their teaching, providing students with off-site, experiential opportunities that promote reflection and professional growth. Research addressing public health issues through community collaboration is valued, and community service is recognized as a core faculty responsibility.

Example 2: School of Nursing
“The School of Nursing recognizes the importance of community engagement and expects faculty to integrate community-based experiences into their teaching, research, and service activities.”

The School of Nursing RTP standards (2021) recognize community engagement as integral to faculty teaching, research, and service. Faculty are encouraged to incorporate community-based learning into clinical placements and service-learning projects. Collaborative research with community health organizations is highly valued, and participation in community health initiatives is considered a significant service contribution.

Example 3: School of Education
“Faculty are expected to engage in scholarly teaching that includes collaboration with community partners to enhance educational experiences and outcomes.”

The School of Education RTP standards (2021) explicitly reward faculty for engaging with local schools and educational organizations to enhance student learning and community outcomes. Faculty research that addresses local educational challenges in collaboration with community institutions is highly valued, and involvement in community education programs is recognized as essential service.

Pervasiveness of Policies
Overall, these revised RTP policies highlight CSUSM’s broad commitment to community-engaged scholarship. They span multiple disciplines, from public health and nursing to education, and illustrate how community engagement is integrated into teaching, research, and service expectations. While the specific focus varies by department, these policies ensure that faculty efforts to strengthen university-community partnerships are recognized and rewarded in evaluations.

Additionally, these policies align with CSUSM’s institutional priorities, as outlined in its mission and strategic goals. By embedding community engagement into faculty evaluation criteria across colleges and departments, CSUSM has institutionalized the value of community partnerships and societal impact, demonstrating a pervasive commitment to advancing the public good through academic excellence.

c. If your campus has revised its policies specifically to incorporate community engagement, describe when the revisions occurred and the process that resulted in the revisions. (If policies have not been revised, skip to "d"). (Maximum word count: 500)

Since its 2015 Carnegie classification, CSUSM has made deliberate efforts to revise faculty policies to incorporate community engagement into Retention, Tenure, and Promotion (RTP) standards. These revisions occurred at both the institutional and departmental levels to ensure that community-engaged scholarship (CES) is recognized and rewarded across teaching, research, and service.

The revisions to RTP policies at CSUSM began as part of the university's broader commitment to institutionalizing community engagement following its 2015 Carnegie classification. Departments such as the School of Nursing, School of Education, College of Science, Technology, Engineering, and Mathematics (CSTEM), and the Department of Political Science revised their policies between 2018 and 2021. These updates reflected the growing recognition of faculty contributions to community-engaged teaching, research, and service, aligning with CSUSM's mission to foster civic responsibility and meaningful university-community partnerships.

The revisions were driven by collaborative efforts between faculty, administrators, and university committees. The process generally followed these steps:

1. Faculty-Led Review:
Faculty within each college or department initiated the review process by identifying gaps in the recognition of community engagement within the existing RTP standards. Faculty members, particularly those engaged in CES, advocated for policies that would explicitly recognize their work.

2. Input from the Community Engagement Faculty Advisory Committee (CEFAC):
The Community Engagement Faculty Advisory Committee (CEFAC), established by the Academic Senate, provided expertise and guidance on integrating community engagement into RTP policies. This committee ensured that CES was appropriately aligned with institutional values and evaluation criteria.

3. Alignment with University Mission:
Revised policies were carefully aligned with CSUSM's mission, which emphasizes fostering community partnerships, promoting civic responsibility, and addressing societal needs through academic excellence.

4. Approval and Implementation:
Draft RTP revisions were reviewed and approved by the Academic Senate and the Faculty Affairs Committee before being implemented. This multi-layered review process ensured alignment with institutional priorities and fairness across departments.

Examples of Revised Policies
- School of Nursing (2021): The RTP standards now emphasize integrating community-based experiences into teaching, research, and service, with explicit language recognizing the value of CES.

- School of Education (2021): Revisions include collaboration with community partners as a key criterion for teaching, research, and service evaluations.
- CSTEM and Political Science (2021): Policies now explicitly reward community-engaged research that addresses local challenges and fosters public welfare.

The revisions to RTP policies at CSUSM demonstrate a sustained commitment to institutionalizing community engagement. Through a faculty-driven process supported by advisory committees and administrative oversight, these changes ensure that CES is recognized as a core aspect of faculty roles, fostering a culture of civic responsibility and scholarship that benefits both the university and the broader community.

d. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, human resources, community engagement center director, or other key leaders in revising promotion and tenure guidelines to reward faculty scholarly work that uses community engaged approaches and methods. (Maximum word count: 500)

The revision of Retention, Tenure, and Promotion (RTP) policies at California State University San Marcos (CSUSM) to incorporate community engagement was a collaborative effort involving key university leaders and stakeholders. This inclusive process ensured that the updated policies aligned with the institution's mission and effectively recognized community-engaged scholarship.

President and Provost:
The President and Provost provided overarching support and strategic direction for the initiative. Their leadership underscored the importance of community engagement in the university's mission, fostering an environment conducive to policy revision. By endorsing the integration of community engagement into RTP policies, they signaled institutional commitment from the highest administrative levels.

Deans and Department Chairs:
Deans and Department Chairs played pivotal roles in implementing the revisions within their respective colleges and departments. They facilitated discussions among faculty, provided resources for professional development in community-engaged scholarship, and ensured that the revised policies were tailored to the disciplinary contexts of their units. Their leadership was crucial in operationalizing the institutional commitment to community engagement at the college and departmental levels.

Faculty Leaders and Academic Senate:
Faculty leaders, particularly those within the Academic Senate, were instrumental in drafting and approving the revised RTP policies. The Faculty Affairs Committee (FAC), a standing committee of the Academic Senate, oversaw the development of the new standards. The FAC collaborated with faculty across various departments to ensure that the policies recognized and rewarded community-engaged teaching, research, and service.

Community Engagement Faculty Advisory Committee (CEFAC):
The CEFAC provided specialized guidance on integrating community engagement into faculty evaluation criteria. Comprising faculty with expertise in community-engaged scholarship, the

committee offered recommendations to the FAC and Academic Senate on best practices for recognizing and rewarding such work within RTP policies.

Chief Diversity Officer and Human Resources:
The Chief Diversity Officer and Human Resources contributed to the revisions by ensuring that the updated policies promoted inclusivity and equity. They provided insights on how community-engaged scholarship could advance the university's diversity goals and advised on equitable evaluation practices within the RTP process.

Chief Community Engagement Officer (CCEO):
The Chief Community Engagement Officer (CCEO) plays a key role in incorporating community engagement into faculty policies, particularly Retention, Tenure, and Promotion (RTP) criteria. As an ex officio, non-voting member of the (CEFAC), the CCEO provides guidance on integrating community-engaged scholarship into faculty evaluations. By contributing expertise and best practices, the CCEO ensures that RTP policies effectively reward faculty for fostering university-community partnerships that enhance classroom pedagogy, advance scholarship, and address community needs, aligning with CSUSM's mission of civic engagement and societal impact.

In summary, the revision of CSUSM's RTP policies to incorporate community engagement was a comprehensive process involving collaboration among university leadership, faculty governance bodies, and support units. This collective effort ensured that the policies not only aligned with the university's mission but also effectively recognized and rewarded faculty contributions to community engagement.

e. Describe any products resulting from the revision process; i.e., internal papers, public documents, reports, policy recommendations, etc. (Maximum word count: 500)

The revision of Retention, Tenure, and Promotion (RTP) policies at CSUSM to incorporate community engagement has led to several significant products/developments:

1. Major Planning Documents and Administrative Policies, Revised RTP Standards:
Departments such as the Public Health Program, the School of Nursing, and the School of Education have updated their RTP standards to explicitly recognize and reward community-engaged scholarship. These revisions align with CSUSM's mission to foster university-community partnerships.

2. Changes in Human Resources Procedures, Hiring Practices:
Job descriptions for tenure-track positions now emphasize the university's commitment to service, diversity, and innovation, seeking candidates who can contribute to community engagement efforts. This approach ensures that new hires align with CSUSM's values and dedication to fostering strong university-community partnerships.

3. Professional Development Opportunities, Faculty Training:
The Faculty Center has developed resources to assist faculty in preparing their Working Personnel Action Files (WPAFs) with a focus on community engagement. The RTP Handbook provides detailed guidance on constructing effective files that highlight community-engaged activities.

4. Accreditation Processes, Program Accreditation:
The Public Health Program's RTP standards reference competencies and learning objectives established by the Council on Education for Public Health (CEPH), ensuring that community engagement is integral to both faculty evaluation and program accreditation.

5. Statewide Mandates and Initiatives, COVID-19 Considerations:
In response to the COVID-19 pandemic, CSUSM added an addendum to the Public Health Program's RTP standards to address potential inequities in the evaluation process. This addendum acknowledges the pandemic's impact on faculty performance in teaching, research, and service, and allows for adjustments in evaluation criteria accordingly.

6. Partnership Agreements Reflecting Community Engagement, Community Collaborations:
CSUSM has formalized partnerships with local organizations to enhance educational opportunities and community services. For example, the university has served as an official county vote center, demonstrating its commitment to civic engagement and providing practical experiences for students involved in political science and public administration programs.

These products/developments underscore CSUSM's dedication to embedding community engagement within its institutional framework, ensuring that faculty contributions to community partnerships are recognized and valued across various facets of the university's operations.

12. If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (e.g., adjunct, full-time contract, tenure track, tenured, etc.). (Maximum word count: 300)

No input required for this question. Progress has been made. See Sections A-D of Question #11, Section 5.

SECTION 6: Curricular Engagement

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

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1. 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? (Maximum word count: 500) Web links can be provided as part of the description.

Since the last classification, CSUSM adapted and continues to follow the California State University Center for Community Engagement's Community-Engaged Learning (CEL) taxonomy that classifies the spectrum for a student-centered approach to CEL courses. According to this taxonomy, CEL courses are identified either as service learning (CSLI) or curricular community-engaged learning (CCEL). Based on the taxonomy, a CEL Survey Tool (CELT) was developed by the CSU Chancellor's Office and is filled out by faculty every three years to document CEL courses across the CSUs (including at CSUSM) to gather information about CEL experiences. On this tool, faculty provide information about student learning outcomes, assignments, civic learning goals, critical reflection, assessment of student learning and other course-related information for CEL courses. The purpose is for them to self-identify where they fit within the spectrum of CEL taxonomy. Additionally, in May 2018, CSUSM adopted a campus-wide Service Learning Policy (APC245-02) to define service learning and provide best practices, guidelines for service learning courses, and administrative responsibilities in alignment with the initiatives of the CSU Center for Community Engagement.

CSUSM has maintained a strong presence in service and civic learning. However, the COVID-19 pandemic and a 2020 campus-wide administrative restructuring disrupted curricular engagement. Under new university leadership, the Offices of Service Learning, Civic Engagement, and Internships were relocated from the Division of Community Engagement to other units: Service Learning and Civic Engagement merged under the Office of Undergraduate Studies, and Internships moved to the Career Center. The Division was renamed Community Relations & University Engagement (CRUE), now focused on community outreach, engaged scholarship, government, and tribal relations.

These shifts, along with pandemic-related campus closures, led to staffing losses, a decline in community partnerships, and suspension of hallmark programs. Service learning students were unable to volunteer due to site closures; civic learning events like the Town Hall, MLK Jr. Day of Service, and Cesar Chavez Day of Service were paused. Community-engaged research also came to a halt with the suspension of research activities.

Despite these challenges, the last two years have marked a period of recovery and renewed momentum for CSUSM. The university continues to take steps to strengthen the integration of community engagement into the campus curriculum. Strategic planning efforts include, but are not limited to, increasing the number of service learning courses and ensuring representation across all colleges and disciplines, launching a student leadership program focused on community engagement, incorporating service learning into first-year seminar courses, and developing a community engagement certificate to supplement students' coursework and support degree completion.

2. As evidence provided for your earlier classification, you described an institution-wide definition of community engaged courses used on campus. For Re-Classification, describe the institutional-wide definition and standards

used for community engaged courses and provide examples of: (Maximum word count: 500)

1. *Institutional, departmental, and/or programmatic definitions, learning outcomes, standards, and/or required components.*
2. *Process for ensuring that the standards for community engagement are part of the course design) e.g., course designation, curriculum review); and*
3. *Explain any changes to coursework that occurred as a result of assessment activities since your last classification.*

1. Currently, community-engaged courses are operationally defined in terms of service learning courses at CSUSM. We follow the guidelines and policies on service learning and community engagement from the CSU Chancellor's Office, as well as CSUSM's service learning policy developed and approved in 2018. The CSU's community-engaged learning taxonomy defines community-engaged courses across six standards/elements that are implemented along a spectrum. These standards are: (1) Reciprocal Partnership, (2) Student Community Involvement Benefits the Common Good, (3) Academically Relevant Community Involvement, (4) Explicit Civic Learning Goals, (5) Critical Reflection, and (6) Integrated Assessment of Student Learning. These criteria are used to determine whether a course can be designated as service learning at CSUSM.

Additionally, our service learning policy identifies service learning as a high-impact teaching practice that connects theory and practice and provides students with hands-on learning experiences related to their coursework. As such, we emphasize academically relevant community involvement, student engagement in critical reflection on their service learning experiences and their connection to course content, and integrated assessment of student learning, where students are assessed on both course content and community engagement goals. The policy also provides guidelines on the number of service learning hours expected from community-engaged courses, ranging from 10 to 40 hours per course.

2. Any faculty member at CSUSM can teach a course with a service learning component or incorporate community engagement. CSUSM uses curriculum development software, which includes built-in requirements for service learning and ensures that standards are met before instruction begins. Faculty offering a new service learning course or integrating service learning into an existing course must indicate this on the curriculum form and answer follow-up questions specific to service learning. These questions ensure that student learning outcomes include civic learning goals, academically relevant community involvement, critical reflection, and integrated assessment of student learning.

Once submitted, the curriculum form is reviewed by the college's curriculum committee and then forwarded to the university committee. During this process, the committees review the service learning components using established standards and may request input from the Faculty Director of Service Learning, if needed. After university committee approval, the form is reviewed and approved by the Academic Senate before the faculty member proceeds with teaching the course.

Additionally, faculty teaching a service learning course must complete the CEL Survey Tool (CELT), documenting student learning outcomes, assessment methods, and related information. They also submit a copy of their syllabus for review by the Faculty Director of Service Learning. These materials are archived by the CSU Chancellor's Office, serving as an additional quality assurance mechanism for service learning courses.

3. While each service learning course is different, student reflection on their community engagement experience is fundamental to assessing students' learning outcomes in a service learning course. The Service Learning and Civic Engagement Office supports faculty in developing reflection prompts and evaluating students' learning outcomes in their service learning courses using rubrics.

3. Describe how community engagement is integrated into traditional curricular structures. Structures may include, core courses, capstone/senior-level project, first-year course/sequence, general education, in the majors/departments, minors, graduate courses, or medical education, training or residencies. Provide two to three examples. (Maximum word count: 500 per example)

In addition to service learning courses, community engagement is incorporated into the traditional curricular structures in several ways: independent study, capstone/senior experience, and discipline-specific research, training, and fieldwork courses that prepare students for their profession.

Example 1: Senior Experience in the College of Business Administration (COBA): Undergraduate students in COBA work in small groups (3 to 4 students in each group) with a community partner under the supervision of a faculty member for a semester. Students meet with community partners (non-profit and for-profit organizations) to identify their needs, brainstorm solutions to address their needs, and develop a plan to address their needs. At the end of the semester, students present their solution and their collaboration with the community partners at the senior experience expo event (see more information).
https://www.csusm.edu/coba/signature-programs/senior-experience/index.html

Example 2: Speech Language Pathology Department's Speech-Language Clinic: Students pursuing their Speech Language Pathology degree volunteer as student clinicians at the Speech Language Clinic. The Speech-Language Clinic provides services to individuals from the community with neurological and or developmental impairments to improve speech/language/cognitive skills. Graduate students provide individualized services under the guidance and supervision of state-licensed and nationally certified speech-language pathologists to approximately 200 individuals annually. Their goal is to provide functional speech-language therapy with a focus on promoting wellness, therefore improving community members' overall quality of life.
https://www.csusm.edu/slp/clinic/index.html

4. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program. These may include, but are not limited to: Student Research, Student Leadership, Internships, Co-ops, Career exploration, Study Abroad/Study Away, Alternative Break tied to a course or a Campus Scholarship Program. Provide one but not more than two examples. (Maximum word count: 500 per example)

Example 1: Study Abroad Programs through the Global Programs and Services (GPS). During January and Summer GPS runs several study abroad programs in countries such as Spain, Italy, Hong Kong, and Mexico where students spend two weeks immersing themselves in a cultural experience while developing an in depth understanding of the course content in a culturally diverse setting under the guidance of a faculty (see more information). For example, Summer in Spain: Spanish for Teachers program provides training for teachers of Spanish as a second language. Students in this program benefit from faculty-led guided tours, developed in collaboration with local experts and professors that integrate historical, cultural, and artistic content with academic learning. These experiences offer hands-on opportunities to apply Spanish teaching techniques in the classroom, creating a reciprocal relationship between students and the community Over the course of their two week stay, students fully integrate into spanish life, language and culture.(see details).

Example 2: Internship Courses overseen by the Career Center (which includes research). The Career Center oversees 34 internship courses across different departments/programs including but not limited to American Indian Studies, Sociology, Biology, Mathematics, Communication, Film Studies, and History (see more information). The internship courses require a minimum of 90 hours working at a community site and can be paid or unpaid depending on the agreement between the university and the community partner. Many internship courses incorporate research as part of students' community engagement experience where students participate and conduct a research project that is designed in collaboration with a community partner to meet their specific needs and generate knowledge for students' field of study.

5. Describe how your campus tracks and assess curricular engagement, and how students gain access to and participate in community engaged courses. (Maximum word count: 750)

1. *How is community engaged course data gathered, by whom, with what frequency, and for what purpose? How is it shared/reported, particularly in student transcripts?*
2. *Since your last application, describe how your campus has designed new curricular programs and initiatives, or re-designed existing ones, to increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity to develop the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.*
3. *Reflect on how the data indicates the levels of pervasiveness and depth infused in the curriculum and traditional curricular structures*

1. The Office of Service Learning and Civic Engagement and the Internship Office share and use the database (called S4) developed and maintained by the Chancellor's Office's Center for Community Engagement. The information of the community partners who have signed agreements with CSUSM is featured in this database for CSUSM students and faculty to search. Once a student secures a placement with a community partner then the student completes a placement form with the community partner in the database. The administrative faculty and staff have access to community partner, students, faculty, and service learning and internship course information through the database and can run reports such as number of service learning and internship hours student completed, the community partner they worked with, and the course they completed the hours for. At the end of each academic year, reports are shared with faculty, students, and community partners at the Service Learning Showcase and Awards event in May as well as through newsletters sent out by different academic units on campus.

2. Since the last application, we have designed and grown our curricular programs substantially by opening a new Extended Learning Building (ELB), the largest academic facility on campus ELB is home to the Office of Global Education, Study Abroad program, the American Language and Culture Institute (ALCI), Public Health Department (with new major and minor tracks) our accelerated Nursing program, as well as center for Palliative Care. The building houses state-of-the-art labs for nursing, biology and kinesiology, as well as dedicated clinical training and simulation spaces for Speech-Language Pathology (SLP). With access to new resources, students across various disciplines can engage in applied research, community-based learning, and cross-sector collaboration. For example, at last summer's SLP clinic, which operated for four hours each weekday morning, students and supervising faculty helped 120 pediatric clients and 24 adults receive vital speech and language services at no cost. The program not only provided crucial support to the community, but it also served as a hands-on training opportunity for graduate students in the SLP program.

Additionally, the School of Nursing leads an annual trip to Vietnam during Winter Break to help nursing students develop and enhance their international appreciation and understanding of Health Care implementation across Vietnam in hopes of preparing them to work in a culturally diverse healthcare environment. In collaboration with Hue University of Medicine and Pharmacy, this program benefits both US and Vietnamese faculty and students in comparing and contrasting different healthcare systems, teaching modalities and nursing practices and in developing insight into the life and culture of citizens through exploration of values, attitude, art, literature, and daily living practices to ultimately be more inclusive and culturally sensitive. These developments at CSUSM have expanded student access to community-engaged learning and created more inclusive and culturally immersive pathways for all students to develop skills, cultural competencies, and values of reciprocity.

3.The Chancellor's Office's report on CSUSM CEL Survey Tool (CELT) 2024 results suggests CSUSM scored 36% extensive implementation, and 42% moderate implementation of the reciprocal partnership aspect of community engaged curriculum based on the entries of CSUSM faculty teaching service learning courses. Further, our campus scored 39% extensive implementation and 49% moderate implementation of the mutual benefit aspect of community-engaged curriculum. Similarly, academically relevant community engagement score was 43% extensive and 47% moderate, meeting the civic engagement learning goals score was 35% extensive and 40% moderate, critical reflection of student learning implementation score was 46% extensive and 35% moderate, and finally integrated assessment of student learning implementation score was 25% extensive and 58% moderate. Across all dimensions of community-engaged curriculum, CSUSM scored very low on "minimal implementation" category. As such, at least in the context of service learning course, CSUSM demonstrated high levels of pervasiveness and depth infused in the curriculum and traditional curricular structures when it comes to community-engaged activities.

6. Complete the table below. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly. Please also indicate what academic

year the data represents:

6. What academic year does this data represent?

2023-24

a.1. Number of for-credit undergraduate community engaged designated courses (UG)

191

a.1.1. Change in number of for-credit undergraduate community engaged designated courses since last Application (UG)

+80

a.2. Number of for-credit graduate community engaged designated courses (G)

1

a.2.1. Change in number of for-credit graduate community engaged designated courses since last Application (G)

+1

b.1. Percentage of undergraduate community engaged designated courses as part of all for-credit courses (UG)

8%

b.1.1. Percent change of undergraduate community engaged designated courses as part of all for-credit courses since last Application (UG)

N/A

b.2. Percentage of graduate community engaged designated courses as part of all for-credit courses (G)

.1%

b.2.1. Percent change of graduate community engaged designated courses as part of all for-credit courses since last Application (G)

N/A

c. Number of faculty teaching for-credit community engaged designated courses

80

c.1. Change in the number of faculty since the last Application

+2

d. Percentage of faculty teaching for-credit community engaged designated courses as part of all faculty

9.2%

d.1. Percent change of faculty teaching for-credit community engaged designated courses as part of all faculty since last Application

-3.8%

e. Number of tenured and tenure-track faculty who taught for-credit community engaged courses

12

e.1. Change in number of tenured and tenure-track faculty since the last application

N/A

f. Percentage of tenured and tenure-track faculty who taught for-credit community engaged courses of all faculty

1.4%

f.1. Percent change of tenured and tenure-track faculty who taught for-credit community engaged courses of all faculty since last Application

N/A

g. Number of full-time, non tenure-track faculty who taught for-credit community engaged courses

22

g.1. Change in number of full-time, non tenure-track faculty who taught for-credit community engaged courses since last Application

N/A

h. Percentage of full-time, non tenure-track faculty who taught for-credit community engaged courses of all faculty

2.5%

h.1. Percent change of full-time, non tenure-track faculty who taught for-credit community engaged courses of all faculty since last Application

N/A

i. Number of part-time faculty who taught for-credit community engaged courses

19

i.1. Change in number of part-time faculty who taught for-credit community engaged courses since the last Application

N/A

j. Percentage of part-time faculty who taught for-credit community engaged courses of all faculty

2.2%

j.1. Percent change of part-time faculty who taught for-credit community engaged courses of all faculty since the last Application

N/A

k. Number of departments represented by community engaged courses

28

k.1. Change in number of departments represented by community engaged courses since last Application

+6

l. Percentage of total departments

82%

l.1. Percent change in departments since last Application

+17%

m.1. Number of undergraduate students enrolled in for-credit courses community engaged designated courses (UG)

3752

m.1.1. Change in number of undergraduate students enrolled in for-credit courses community engaged designated courses (UG) since the last Application

+317

m.2. Number of graduate students enrolled in for-credit courses community engaged designated courses (G)

29

m.2.1. Change in number of graduate students enrolled in for-credit courses

community engaged designated courses (G) since the last Application

+29

n.1. Percentage of undergraduate students enrolled in for-credit courses community engaged designated courses as part of all students (UG)

24%

n.1.1. Percent change of undergraduate students enrolled in for-credit courses community engaged designated courses as part of all students (UG) since the last Application

-6%

n.2. Percentage of graduate students enrolled in for-credit courses community engaged designated courses as part of all students (G)

3%

n.2.1 Percent change of graduate students enrolled in for-credit courses community engaged designated courses as part of all students (G) since the last Application

N/A

SECTION 7: Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two to four examples from the following categories. For each example, describe what has changed since the last classification (Maximum word count: 1000):

- *Social Innovation/entrepreneurship*
- *Civic engagement, electoral engagement*
- *Dialogues*
- *Community service projects - outside of the campus*
- *Community service projects - within the campus*
- *Alternative break - domestic*
- *Alternative break - international*
- *Student leadership*
- *Student internships/co-ops/career exploration*
- *Student research*

- *Work-study placements*
- *Opportunities to meet with employers who demonstrate Corporate Social Responsibility*
- *Living-learning communities/residence hall/floor*
- *Student teaching assistants (provided the TAs are not receiving credit)*
- *Campus Scholarship Program*
- *Athletics*
- *Greek Life*
- *Other: (please describe)*

Since the last classification application, CSUSM has grown in a variety of areas within co-curricular engagement. As a result of the COVID-19 pandemic, the university experienced significant turnover in staffing and programs offered and has re-established a number of efforts since 2020. Many of these programs and efforts speak to the new incoming class of students and focus on efforts that help them through post-pandemic re-engagement in experiences that connect them with their peers and local communities.

The Student Leadership & Involvement Center (SLIC) has made significant changes to campus co-curricular leadership programs since the COVID-19 pandemic. In redeveloping discontinued leadership programs, the university sought to provide relevant, town-and-gown partnered, and research-based programs for students. SLIC partnered with the local leadership organization SOLE Effects which partnered with CSUSM psychology students and other educational and health professionals in the development of a curriculum for college-aged leaders. Student leaders participating in the program work side-by-side in groups to collectively learn a variety of topics including: courageous communication, healthy relationships, empathy for others, and passion and purpose; from each other and engage in connective discussion facilitated by peers. The program was piloted in the fall of 2024 with a cohort of 34 students with a relevant satisfaction rating of 4.67 out of 5 for the program.

CSUSM’s Innovation Hub was founded in March 2020 with a commitment to encourage social mobility and innovation. The mission of the hub pushes both the university and community to solve complex social problems alongside faculty and industry leaders. The Innovation Hub provides a wide array of opportunities for the community. One popular event is the Innovation Hub’s Quick Pitch Competition, in which participants are challenged to showcase their entrepreneurial spirit by inviting students from diverse academic backgrounds to present their innovative business ideas with the opportunity to impress a panel of judges from community industries. One such winner of a recent Quick Pitch Competition was Marketing student Mo Carrasco, who won the competition in Fall 2023 for her business, Hot Summer Gummies, which was inspired by her family’s recipes. She has since expanded her business into the local San Diego community.

Fraternity and Sorority Life chapters at CSUSM have continued to grow since the last classification with the addition of socially-based organizations and culturally-based fraternal organizations.

All fraternities and sororities have a strong emphasis on philanthropy and service within the community. For example, Alpha Chi Omega hosted their annual Mr. AXO event in the fall of 2024 where they raised over $12,000 for Domestic Violence Awareness, specifically supporting the San Diego Center for Community Solutions, which helps to end relationship and sexual violence. One of CSUSM’s newest Black Greek Lettered Organizations, Delta Sigma Theta Sorority, Incorporated has a strong focus on public service and seeks candidates who have

already demonstrated a minimum of twenty-five hours of public service prior to joining. The organization promotes continued service while active as members encouraging them to actively engage in community support programs such as service to victims of domestic violence, hosting financial literacy workshops, canvasing with the League of Women Voters, and more.

During the 2023-2024 Academic Year, all fraternities and sororities raised over $141,000 combined for philanthropic entities and contributed over 9,500 hours of service within the local community. The hours of service had doubled from the previous reporting year, and funds raised had increased by over $20,000.

CSUSM Housing and Residential Engagement has exponentially grown since the last classification with the plan to increase student housing capacity to more than 2,500.

As a result of the continued growth of on-campus housing, Residential Learning Communities (RLC) have been growing in popularity among students. Students who participate in RLCs are supported through their first year at CSUSM while taking courses and living together as members of a community on designated floors. RLC students take up to 3 classes together and participate in specialized programming and events focused on their unique community needs and interests. One such success can be seen in the San Marcos Experience, a RLC designed to ease the transition to college by placing students into a living and learning cohort that promotes leadership development and civic engagement both inside and outside the classroom.

2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement. (Maximum word count: 500)

CSUSM utilizes the Involve student engagement platform which allows students the opportunity to input and track their student organization and event involvement across campus. Over 130 student organizations and over 45 campus departments utilize the system to follow student involvement on campus. Campus departments are able to track participation at events and review analytics data that supports a better understanding of the students attending programs as well as respond by identifying demographics who are not engaging. Over half of CSUSM students have demonstrated an engagement in the system by attending events, participating in organizations, or participating in a recorded campus experience. Students automatically record their engagement by electronically checking in to events on campus and are able to achieve pre-established goals of engagement during their collegiate experience as well as learn about other events that may enrich their time at CSUSM.

The system also allows students and student members of campus departments and student organizations to input tracked service and engagement hours associated with events or activities. Directly connecting engagement with activities and events occurring on campus. The system also allows tracking and achievement of pre-designated learning domains or co-curricular outcomes. It allows students to view their current progress as well as determine what areas of self-growth they would like to initiate for their own collegiate experience.

The Division of Student Affairs previously utilized the Co-Curricular Model that was established campus-wide for departments and students. This model is currently being reviewed and updated with plans to launch the new model in Spring 2025. This new model will be integrated

into the Involve student engagement platform to continue allowing students to track their own progress in learning about co-curricular and community engagement. The updated learning outcomes within the Involve system will also allow student organizations and campus departments to create events and programs that allow students to easily identify and track what they have completed during their tenure.

3. Provide an example of a systematic, campus-wide, mechanism for assessing student learning and development outcomes as they relate to co-curricular community engagement. What has changed in the results of student achievement of co-curricular community engagement outcomes since your last classification? Describe how the institution uses and disseminates data from the mechanisms described. (Maximum word count: 500) Web links can be provided as part of the description.

In an effort to continue the relevant development of co-curricular engagement tracking, the Division of Student Affairs has taken the lead to begin updating a common framework for planning and assessing programs and services, supporting an integrated learning environment. This effort began with new leadership in the spring of 2022. The creation of Learning Domains will empower students to apply the knowledge and skills learned within and outside the classroom through a myriad of intentional learning opportunities, ultimately preparing graduates for economic and social mobility. The eight Learning Domains align efforts to enhance co-curricular development while allowing flexibility in developing programmatic tactics to achieve desired learning outcomes.

1. Collaborative Leadership (adapted from NACE)
- Develop the skills to harness both individual and collective team strengths to achieve shared objectives and goals.
2. Career and Professional Development (adapted from NACE)
- Cultivate the capacity to identify and apply personal interests, strengths, values, and skills to inform and pursue academic and career pathways.
3. Critical Thinking (adapted from Wesleyan University and NACE)
- Enhance the ability to actively and skillfully conceptualize, apply, analyze, synthesize, and evaluate information gathered from observation, experience, reflection, reasoning, or communication as a guide to belief and action.
4. Holistic Wellness (adapted from NIRSA)
- Build resilience skills and establish lifelong habits to realize personal definitions of success.
5. Equity and Inclusion (adapted from NACE)
- Integrate, be knowledgeable of, and engage with people from different backgrounds. Actively challenge systems, structures, and policies of inequality to create a more just community.
6. Social Responsibility (adapted from Top Hat)
- Recognize and engage in opportunities to care for the environment, civic responsibility, community involvement, and moving toward social change. Apply concepts of sustainability to address one’s social, economic, and environmental impacts.
7. Oral and Written Communication (adapted from NACE)
- Effectively utilize diverse forms of communication to express ideas to targeted audiences, including verbal, written and digital styles.
8. Technology Fluency (adapted from NACE)
- Gain proficiency in ethically integrating technologies that support knowledge acquisition,

collaboration, innovation, and productivity.

SECTION 8: Civic Learning and Agency

1. According to the Carnegie definition of community engagement one of the purposes of community engagement is to prepare educated, engaged citizens and strengthen democratic values and civic responsibility. Describe at least two examples of practical experiences in the table below, of how your campus prepares students, faculty, staff and community to understand and engage in ways that address critical community issues and contribute to community/public good by providing practical experience with community. Be sure to share how these activities are community engaged. (Maximum word count: 750)

Examples of practical experience may include activities such as the following below, but not limited to:

- *Electoral education and participation (such as voter information,education, registration, polling site(s); meetings with elected officials; Constitution Day)*
- *Meetings with community members, elders, and community leaders to learn about community issues; land-based learning;*
- *Issue awareness and advocacy training (such as Advocacy Days)*
- *Civic-focused student organizations (Voter engagement, Model UN, Model OAS, Peace Corps Prep, or similar programs)*
- *Civic Fellows/Scholars*
- *Debate Team*
- *Civic awards to students, faculty and staff, or the community*

Campus Questions for each practical experience response above:

1. *Civic engagement experience overview and purpose*
2. *Campus partner(s) that provide support for mentioned experience (person, program, department, center, etc.)*
3. *Provide one example as to how reciprocity and mutual benefit are enacted through the practical experience*
4. *Number of faculty involved*
5. *Number of staff involved*
6. *Number of students involved*
7. *Community partners involved, if relevant*
8. *Grant funding, if relevant*
9. *Research projects linked to partnership, if relevant*
10. *Impact on the campus*
11. *Impact on the community*

CSUSM facilitates several opportunities for students, faculty, and the community in civic engagement. A few of the most impactful examples for both the campus and the surrounding community are provided below:

Voter Education and Engagement: A series of workshops and events are held at CSUSM during presidential and midterm election years. The campus has a goal to increase the number of

students who participate in the voting process, and achievement of this goal is maintained by the Department of Civic Engagement, housed in the Office of Undergraduate Studies. The Associate Director of Experiential Learning leads and oversees the activities of the department in collaboration with the Faculty Liaison for Civic Engagement and the Dean of Undergraduate Studies. These events help to engage the campus and surrounding community in voter engagement activities, so they are more informed and prepared voters on Election Day. For the 2024 Election cycle, the following events were held:
- Co-planned and hosted a National Voter Registration Day event with ASI (Associated Students, Inc.) a non-profit, student-run auxiliary at CSUSM impacting 16 students.
- Hosted a nonpartisan “What’s on the Ballot?” interactive trivia information session facilitated by the League of Women Voters. Participants included 144 students and four faculty members.
- Hired a group of 5 peer voter registration outreach specialists (Civic Engagement Ambassadors aka CEAs), through a combination of Federal Work Study funds and grants such as the Ask Every Student Grant, to help increase overall voter turnout. The CEAs facilitated educational and tabling events with key groups across campus, including 3 tabling events, 11 classroom presentations, 4 information sessions for Greek Life Organizations, and 6 interactive workshops with various student identity centers and student groups. The CEAs also hosted a training workshop for all campus housing staff and 1 follow up workshop in one of the residence hall buildings. In total 568 students were reached via these events, including 385 students and 11 faculty through the 11 classroom presentations.

Additional voter engagement events included the following:
- Submitted voter registration information cards to CSUSM Housing to distribute to all 2000 students moving in.
- Hosted a voter registration tabling pre-event for the All People’s Luncheon where the California Secretary of State was the keynote speaker. Nearly 200 faculty and students attended the event.
- Promoted a vote center on campus and partnered with the President who created a promotional video to encourage early voting and utilization of the campus ballot drop box and vote center. This video was promoted at the start of Vote Early Day in California to all 15,431 students.
The hope is that through these activities and events, CSUSM increased our voter engagement to 80% of registered voting students we will receive voter engagement data for the 2024 election in June 2025.

CSU Health Policy Conference: For the past eight years the CSUSM Department of Public Health has taken a delegation of Master’s in Public Health (MPH) students (36 in total) and three faculty members to the California State University (CSU) Health Policy Conference in Sacramento. This conference brings together hundreds of public health and health science students from across the CSU system to participate in a three-day policy and advocacy training event and potential lobby day with their state legislators (i.e., if the legislators are available to meet). One faculty member from the Department of Public Health is the lead for this event and coordinates the travel and agenda with colleagues from CSU Los Angeles each year. These students return to campus more educated on the policy process and their needed roles in advocacy and policymaker education as a future health professional – which will greatly benefit their future employer. The faculty and students that attend this event also utilize their skills in policymaker education and advocacy to assist with trainings and professional development for the Department of Public Health community organization partners. For example, an upcoming training is planned with the PIC Health team and community partners in Spring 2025.

2. Are civic skills incorporated into curricular and/or co-curricular community-engaged activities? If so, describe how civic skills are integrated and how student learning outcomes are applied and assessed. (Maximum word count: 500)

Examples of civic skills may include the following, but are not limited to:

- *Critical thinking and evidence-based reasoning*
- *Development of digital data, and media literacy*
- *Conveys ideas across difference - orally and in writing*
- *Seek out and engage with multiple perspectives*
- *Listen attentively and with patience*
- *Reflexive thinking*
- *Understanding of intersectionality, privilege, and bias*
- *Development of cultural humility, empathy, compassion, and courage to act in service of the greater good*
- *Opportunity to collaborate and participate with multiple forms of culturally-based leadership models prevalent in communities of color*

At CSUSM, civic skills are intentionally incorporated into both curricular and co-curricular activities to ensure students develop the competencies needed to engage meaningfully with their communities. Through structured learning experiences, students cultivate critical thinking, evidence-based reasoning, cultural humility, and the ability to collaborate across diverse perspectives.

Curricular Example: Town Hall Event on Human Trafficking:
Each fall, the CSUSM Department of Civic Engagement, in collaboration with the Departments of Global Studies and Anthropology, hosts a Town Hall Event on Human Trafficking—a culminating experience for students in upper-division courses. The event fosters critical thinking and evidence-based reasoning as students research aspects of human trafficking, analyze policies, and formulate informed questions for expert consultants, including members of the San Diego District Attorney’s Office, Task Force detectives, and survivor advocates.

During breakout sessions, students engage in active listening, empathy, and compassion as they hear survivor accounts. They then collaborate in cross-issue groups to synthesize insights and develop action steps, fostering skills in coalition-building, collaborative thinking, and the articulation of social justice frameworks.

After the event, students continue classroom discussions, further examining intersectionality, privilege, and systemic inequalities. A culminating reflection paper challenges them to evaluate different civic engagement approaches—such as advocacy, policy reform, or community organizing—aligning their research with real-world applications of civic action. Feedback has consistently highlighted the event’s impact on students’ civic identity and their understanding of the structural dimensions of social issues.

Co-Curricular Example: Innovation Hub Social Innovation Challenge:
The Innovation Hub’s Social Innovation Challenge (The Challenge) provides a hands-on opportunity for students to apply civic skills in real-world contexts. Participants collaborate in teams to design innovative solutions to pressing community issues, integrating critical thinking, digital literacy, and interdisciplinary problem-solving.

Through this experience, students engage in media literacy and evidence-based reasoning, conducting research to frame their problem statements and develop actionable solutions. The competition also cultivates oral and written communication skills, as students present executive summaries to a panel of experts and pitch their proposals persuasively.

Moreover, The Challenge fosters culturally responsive leadership and social responsibility, encouraging students to examine issues of equity, public policy, and structural reform. Solutions proposed by past participants have included interventions for food insecurity, technological tools for underserved populations, and policies aimed at reducing barriers to healthcare access.

Assessing Civic Skill Development:
Student learning outcomes for these initiatives are assessed through reflective writing, faculty evaluations, and peer feedback. The Town Hall Event measures students' ability to synthesize multiple perspectives, engage in informed dialogue, and propose actionable solutions. The Social Innovation Challenge assesses their capacity to apply civic knowledge to tangible projects, collaborate effectively, and communicate ideas persuasively.

By embedding civic engagement into both academic and co-curricular experiences, CSUSM empowers students to become active, informed citizens with the skills to drive meaningful change in their communities.

3. Civic identity involves the formation and negotiation of personal and group identities as they relate to presence, role, and participation in public life. Civic identity is particularly important and a factor in civic engagement and participation.

What are the pathways and opportunities available to students at your institution to develop their civic identity? How are community partnerships incorporated into these pathways? What kind of institutional support is in place to encourage civic identity development? (Maximum word count: 500)

Examples of civic identity formation may include the following, but are not limited to:

- *Understanding the variety of ways to make change within a community (community organizing, going to the media, activism, etc.)*
- *Coalition building to engage in relationships where trust is formed while recognizing barriers*
- *Examining one's positionality in relation to self and society*
- *Articulating a vision of a just and equitable society*
- *Leveraging passion for social change into actions that benefit the community*
- *Understanding the power of voice to make change and what limits voice for many*
- *Creating a sense of belonging to community and responsibility for the greater good*

At CSUSM, students have numerous opportunities to develop their civic identity through experiential learning, community partnerships, and institutional support. These initiatives help students understand their role in society, build coalitions, and leverage their voices for social change.

Democracy in Action (DIA) is a community engagement initiative led by CSUSM's Civic Engagement Department, connecting students and faculty with local city governments to

address real-world civic challenges. Through DIA, students conduct research, analyze qualitative and quantitative data, and provide actionable recommendations for city projects. These collaborations enhance students' understanding of governance, coalition-building, and the power of civic participation. By attending city council meetings and presenting their findings to municipal leaders, students develop a deeper sense of civic responsibility and consider future careers in public service.

Examples of Democracy in Action Projects: DIA primarily collaborates with the City of San Marcos, where CSUSM is located.
- Fall 2023: Master's of Public Administration Feasibility Study (Dr. Xiaoye She, PSCI 301: Practice of Political Research) – Students assessed the feasibility of establishing a Master of Public Administration program at CSUSM, addressing regional workforce needs.
- Spring 2023: Organics Recycling Report (Dr. Coral M. Bruni, PSYC 338: Environmental Psychology) – Students researched community recycling behaviors and provided policy recommendations to improve sustainability efforts.
- Spring 2020: Parks and Recreation User Survey (Dr. Liz Ridder, GEOG 450: Parks and Protected Areas) – Students analyzed public use of parks to inform city planning decisions.
- Fall 2019: North City Art Plan Guidelines (Dr. Kristin Moss, AMD 421: Art and Social Change) – Students developed a strategic plan to integrate public art into the North City development project.
- Spring 2018:
a. Entrepreneurial Center Project (Dr. Sam Clarke, ENTR 320: Creativity, Innovation, and Entrepreneurship) – Students contributed to the vision for a local entrepreneurial hub.
b. Senior Center Project (Dr. Eliza Bigham, HD 497: Applied Research in Human Development) – Students provided recommendations for enhancing senior center services.

Institutional Support for Civic Identity Development: CSUSM fosters civic engagement through robust institutional support, ensuring students have the resources to develop their civic identities. This includes:
- The Civic Engagement Department, which connects students with service-learning opportunities and local government partnerships.
- Faculty-Led Research and Coursework, integrating civic engagement into academic curricula.
- The Office of Inclusive Excellence, promoting equity, justice, and community collaboration initiatives.
- Leadership Development Programs, such as the San Marcos Experience (see below), which cultivate student leadership in civic spaces.

Through Democracy in Action and other institutional pathways, CSUSM empowers students to articulate a vision for a just society, engage in coalition-building, and use their voices for meaningful change. These experiences foster a lifelong commitment to civic responsibility, equipping students to lead and advocate for their communities.

4. Indicate where civic knowledge development for a diverse democracy is part of the community engaged student learning outcomes inside and outside of the curriculum. (Maximum word count: 500)

Examples of civic knowledge may include the following, but are not limited to:

- *Community-based participatory research on democracy and civic engagement*

- *Collaborative problem solving*
- *Knowledge of systems (governance and community networks)*
- *Ethical reasoning, critical inquiry*
- *Information literacy, empathy*
- *How to use policy for social change*
- *Compassion and communicating across differences, etc.*

CSUSM is committed to fostering civic knowledge and engagement inside and outside the classroom through community-engaged learning, collaborative problem-solving, and leadership development. The following examples illustrate how students gain essential skills and knowledge in governance, social change, and community collaboration.

Co-Curricular Examples:
The San Marcos Experience (SME) is a living-learning community designed to ease students' transition to college while fostering leadership and civic engagement. Students live together in designated residence hall communities, enroll in shared courses, and participate in specialized programming tailored to their interests and community needs. SME provides a foundation for leadership and social responsibility, equipping students with essential skills in collaborative problem-solving and community building, which serve as pathways to broader engagement and leadership opportunities across campus.

César Chávez Day of Service:
CSUSM's annual César Chávez Day of Service, held in collaboration with MiraCosta and Palomar Colleges, offers students hands-on civic engagement experiences through community service projects. These projects emphasize active, empathetic, service-focused learning, encouraging students to connect with and address real-world issues while strengthening partnerships with local communities.

Curricular Examples:
Public Health 202 - This course introduces students to the U.S. public health system, the policy process at federal, state, and local levels, and the role of social determinants of health in shaping communities. Students critically analyze key health issues such as housing, environmental health, and obesity, exploring how policy change can advance health equity. Through advocacy projects and case studies, students gain practical experience in ethical reasoning and influencing policy for social change, a critical skill for future civic leaders.

Political Science 100 - This foundational course examines the origins, principles, and institutions of American and California government. Students explore federalism, the Constitution, political parties, and the role of mass politics. The course also emphasizes constitutional rights, landmark Supreme Court cases, and the impact of institutions and interest groups on policymaking. By developing strong writing, critical thinking, and oral communication skills, students engage in informed discussions on governance, civic participation, and advocacy.

CSUSM integrates civic knowledge development into both academic and co-curricular experiences, ensuring students graduate with a deep understanding of democracy, policy, and social change. Through service-learning, critical inquiry, and leadership training, students develop the skills and compassion needed to engage in meaningful civic discourse and drive positive community impact.

5. How is free speech showing up on your campus? What is your institutional policy on free speech and free expression?What kind of programming, partnerships and policies for staff, faculty, students and/or community do you offer or participate in that foster critical thinking, space to engage in deliberative dialogue, civil discourse and communication across differences and exchange of ideas around contentious issues? Is there training offered to faculty, staff and/or the community to incorporate these skills into courses and programming? (Maximum word count: 500)

At CSUSM, our commitment to free speech and open dialogue is grounded in both the First Amendment and the university's Time, Place, and Manner policy, which ensures that speech activities are protected while maintaining a safe and inclusive campus environment. Our policy affirms the right of individuals to express diverse perspectives—through spoken word, protests, performances, and digital platforms—while balancing these rights with the university's mission to foster respectful discourse and protect against unlawful harassment or threats.

Programs, Partnerships, and Training:
To promote civil discourse and critical engagement with diverse viewpoints, CSUSM has established initiatives that educate and empower students, faculty, and staff in navigating complex conversations:
- The Free Speech and Elections Task Force, launched in 2022, is composed of a cross-divisional group, including students, staff, faculty, and administrators. The Task Force leads campus-wide efforts to educate the community on free speech rights, voter engagement, and civil discourse. This included proactive planning for the 2024 election, guidance on constructive activism, and strategies for inclusive engagement.
- Faculty and Staff Development: The Faculty Center offers regular workshops on facilitating civil discourse in the classroom, managing difficult conversations, and incorporating free speech principles into pedagogy.
- Campus-Wide Events: CSUSM hosts speaker series, panel discussions, and forums that encourage open dialogue on contentious issues, such as social justice, politics, and global affairs. Recent events have included deliberative dialogues on free speech and democracy, featuring faculty, legal experts, and community leaders.
- Student Engagement: The university supports student-led initiatives that promote civic discourse, including debate clubs, voter registration drives, and campus dialogues on free expression.
- Policy Implementation & Education: CSUSM implements and educates our campus on the Time, Place, and Manner policy to reflect best practices in upholding free speech while fostering a respectful learning environment. Training sessions provide faculty, staff, and students with tools to understand these policies and engage in productive discourse.

By integrating free speech education with structured opportunities for meaningful discussion, CSUSM ensures that students, faculty, and staff are prepared to engage in complex conversations while upholding the principles of academic freedom, inclusivity, and democratic engagement.

6. Describe how your campus tracks and assesses civic engagement. Explain how your campus uses the data to inform programming and enhance student

learning. (Maximum word count: 500)

Tracking and Assessing Civic Engagement at CSUSM

CSUSM tracks civic engagement through the National Study of Learning, Voting, and Engagement (NSLVE), which provides insight into student voter registration and turnout. Our most recent 2022 data revealed a voter registration rate of 29.6%, slightly below the national average of 30.6%. This lower rate aligns with national trends in midterm election years. This is a marked decrease compared to our 2020 registration rate of 73.6% (with 84.6% of registered students voting), which is higher than the national average. Despite the overall decline, there were notable positive trends in 2022:
- A 3% increase in student voter registration compared to prior midterms.
- A 1% overall increase in the registration rate, reflecting the impact of targeted peer-to-peer outreach.
- A 13% increase in mail-in voting, suggesting that student-led voter education on alternative voting methods was effective.

Civic Action Plan:
CSUSM applies these insights to refine and enhance civic engagement initiatives. Specifically, we:
- Identify gaps in participation based on demographics such as ethnicity, gender, and academic major.
- Develop targeted outreach by collaborating with campus organizations that support underrepresented student groups in civic participation.
- Expand peer-to-peer and personalized voter education, which has proven effective in increasing registration and alternative voting participation.
- Enhance access to voting resources by promoting mail-in ballot options and on-campus voter registration drives.

Looking ahead, CSUSM remains committed to fostering civic engagement by adapting our strategies based on data trends and continuing to empower students to participate in the democratic process.

SECTION 9: Community Engagement and Other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (In Table- Check all that apply and describe two of the checked examples in the table, in the text box below in question 2).

Anchor institution mission or initiative(s)
Campus diversity, inclusion, and equity goals (for students and faculty)
Efforts aimed at student retention and success
Encouraging and measuring student voter registration and voting
Development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
Social innovation or social entrepreneurship that reflects the principles and practices of

community engagement
The campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research
Efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students
Outreach activities
Community and economic development
Lifelong learning (non-credit)
Campus food security programs (internal and external)

2. Describe at least two examples from question 1, including (including how the priority is aligned with community engagement; how it is communicated internally and externally; and lessons learned and improvements made over the past two years.) (Maximum word count: 1000)

Example 1: CSUSM as a Regional Anchor Institution
As a regional anchor institution and engine of transformative knowledge, CSUSM is deeply committed to fostering academic, social, and economic mobility through education, innovation, and strategic community partnerships. This commitment is embedded in our institutional priorities, ensuring that diversity, equity, and inclusion (DEI) are leveraged to catalyze student success, social justice, and community impact.

Over the past two years, CSUSM has strengthened its role as an anchor institution through strategic leadership, national collaborations, and community-driven initiatives. President Ellen Neufeldt’s leadership roles—as vice chair and treasurer of the Coalition of Urban and Metropolitan Universities (CUMU) and a board member of Presidents for Latino Student Success (P4LSS)—position CSUSM at the forefront of discussions on the future of higher education, student success, and institutional impact.

Where We Were: CSUSM has long prioritized community engagement, but in recent years, we have worked to formalize and scale our efforts to create greater systemic change.

Where We Are Now:
- Through CUMU, CSUSM has expanded its partnerships to address regional challenges in higher education, workforce development, and economic mobility.
- Through P4LSS, CSUSM has advanced policies that support Latinx and first-generation students, directly aligning with our Hispanic-Serving Institution (HSI) designation.

Strategic Next Steps:
- Strengthening collaborations with local K-12 districts and community colleges to expand college access and career pathways.
- Increasing faculty and student engagement in applied research projects that address regional challenges.
- Expanding economic development partnerships to enhance student opportunities and local workforce innovation.

Lessons Learned: CSUSM’s success in anchoring itself within the community is most effective when leadership, students, faculty, and community partners collaborate with shared goals.

Through intentional investment and strategic leadership, we have built a model that not only supports student success but also drives regional economic and social progress.

Example 2: Advancing Student Retention and Equity Through the Seal of Excelencia and CTREE
As an HSI serving a diverse student population, CSUSM is committed to ensuring that Latinx and underrepresented students not only enroll but thrive and complete their degrees. This commitment is reflected in two major achievements: earning the prestigious Seal of Excelencia and securing the NIH Institutional Excellence in DEIA in Biomedical and Behavioral Research Prize.

Where We Were: While CSUSM has long focused on student success, we sought to further institutionalize culturally responsive programs and targeted student support services to close equity gaps.

Where We Are Now:
- CSUSM is one of only 17 institutions nationwide to receive the Seal of Excelencia, recognizing intentional efforts to serve Latinx students.
- The university's College Assistance Migrant Program (CAMP), National Latino Research Center, Cougar Pantry, and Latinx Cultural Center foster a sense of belonging and provide essential resources.
- Spanish-speaking family orientations help Latinx families navigate higher education, creating a supportive and inclusive transition.

At the same time, CSUSM's Center for Research, Training, and Educational Excellence (CTREE) has expanded its efforts to support underserved students in research careers. In 2024, CSUSM was one of just 10 universities nationwide to receive a $100,000 NIH prize for excellence in DEIA.

Key Impact of CTREE:
- Research funding has quadrupled to $3 million since 2019.
- The percentage of students pursuing doctoral programs has increased from 69% to 95%.
- Programs provide research mentorship, academic advising, and ethics training to students from historically excluded backgrounds.

Strategic Next Steps:
- Expand peer mentorship and advising programs to further support Latinx and first-generation students.
- Strengthen community-based research initiatives that address social and health disparities in the region.
- Scale CTREE's research mentorship model to additional STEM disciplines.

Lessons Learned: Investing in culturally responsive programming and high-impact student engagement strategies is critical to improving retention, degree completion, and career success. By aligning our community engagement efforts with student success initiatives, CSUSM is not just closing equity gaps but establishing itself as a national leader in inclusive excellence.

SECTION 10: Reflection and Additional Information

Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University-San Marcos on 8/15/2024. Last modified on 4/21/2025.

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1. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

There are two areas on the table in Section 6 where there is a drop compared to our previous application; while we are unsure of the reason, we surmise that either a) due to lack of a database/tracking system previously, the data may have been inaccurate or b) our numbers have yet to recover from the impact of the COVID-19 pandemic so the numbers could have been proportional to the drop with fewer students. For context, this year is the first year we have reached pre-pandemic levels of enrollment so we anticipate our future numbers will rise as well.

In addition, CSUSM continues to expand its graduate programs and course offerings, in alignment with our Long-Range Academic Master Plan (LAMP). While we remain a predominantly undergraduate-serving institution, we are committed to creating greater opportunities for post-baccalaureate education, supporting student success beyond the undergraduate experience, and meeting the evolving needs of our region.

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution’s community engagement? If so, please provide the information in this space.

-- empty or did not respond --

3. (Optional) Reflect on who was around the table, who was missing, and how the voices of community members who were missing might have improved this report.

-- empty or did not respond --

4. (Optional) What is a question you would like us to ask that was not included in the application?

-- empty or did not respond --

5. 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 and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released. We encourage you to indicate your

consent below to advance research on community engagement.

Please respond to A, B, or C below:

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

6. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, question 2, but you may include additional partners up to a total of 15 (see guide for partnership survey information).

Surveys will be sent to community partners when emails are inputted in this section. Please do not add partner contacts until your campus is ready for emails to be sent.

a. Partner Organization Name
b. Partner Organization Contact Full Name
c. Partner Organization Contact Email Address

Partner #1

Community Partner Name	Escondido Unified School District
Community Partner Contact	Shannon Fralish
Email	sfralish@eusd.org

Partner #2

Community	The Classical Academies

Partner Name	
Community Partner Contact	Kurtis Indorf
Email	kindorf@classicalacademy.com

Partner #3

Community Partner Name	KinderCare
Community Partner Contact	Letisia (Tish) Ford
Email	lford@kindercare.com

Partner #4

Community Partner Name	Vista Community Clinic
Community Partner Contact	Nannette Stamm
Email	nstamm@vcc.org

Partner #5

Community Partner Name	Vista Unified School District
Community Partner Contact	Rhonda Marriott Spencer
Email	rhondamarriottspen@vistausd.org

Partner #6

Community Partner Name	Turn Behavioral Services
Community Partner Contact	Jim Callahan
Email	jcallaghan@turnbhs.org

Partner #7

Community Partner Name	TrueCare
Community Partner Contact	Sonia Gonzales
Email	sonia.gonzales@truecare.org

Partner #8

Community Partner Name	Lifeline Community Services
Community Partner Contact	Lisette Islas
Email	lislas@nclifeline.org

Partner #9

Community Partner Name	San Diego Regional EDC
Community Partner Contact	Taylor Dunne
Email	td@sandiegobusiness.org

Partner #10

Community Partner Name	Vista Boys and Girls Club
Community Partner Contact	Sierra Loredo
Email	sierra@bgcvista.com

Partner #11

Community Partner Name	Agua Hedionda Lagoon Foundation Discovery Center
Community Partner Contact	Samantha Richter
Email	samantha.richter@aguahedionda.org

Partner #12

Community Partner Name	Alzheimer's San Diego
Community Partner Contact	Adrianna McCollum
Email	amccollum@alzsd.org

Partner #13

Community Partner Name	Universidad Popular
Community Partner Contact	Arcela Nunez-Alvarez
Email	arcela@unipopular.org

Partner #14

Community Partner Name	Habitat for Humanity Inland Valley
Community Partner Contact	Bonnie Evans
Email	bonnie@habitativ.org

Partner #15

Community Partner Name	California Center for the Arts, Escondido
Community Partner Contact	Vanessa Garcia
Email	info@artcenter.org