

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

The data provided in the application should reflect the most recent academic year. Since universities will be completing the application in the 2019 academic year, data should reflect evidence from AY 2018. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

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.

Applicant's Contact Information

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

Title

Institution

California State University, Northridge

Mailing Address 1

Mailing Address 2

City

Northridge

State

CA

Zip Code

Phone Number

Full Name of Institution's President/Chancellor

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President/Chancellor's Mailing Address

President/Chancellor's Email Address

I. Campus and Community Context

A. Campus:

Provide a description of your university that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the university. Please specify here if you are applying for a specific campus or campuses of your university. You may want to include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), size (undergraduate and post-graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may wish to refer to widening participation strategies; NCEHE data on student equity; Engagement and Impact Assessment Data; SAGE/Athena SWAN data; Aboriginal and Torres Strait Islander education and employment data as example sources.

Founded in 1958, California State University, Northridge (CSUN) is a public, urban, minority serving (MSI) Carnegie Classification Master's I university. CSUN is part of California State University (CSU), one of three public university systems in California. With 23 campuses, the CSU is the largest four-year public university system in the United States, and CSUN is the second-largest public master's-level institution in the country, with fall 2018 enrollment of 39,000 students. Our nine colleges offer 60 baccalaureate degrees, 41 master's degrees, and 28 credentials.

CSUN students largely hail from the greater Los Angeles area, mirroring the ethnic, racial, cultural, and socioeconomic diversity of the region. Undergraduate student enrollment of historically underserved students topped 60% in fall 2018, approximately 70% receive some form of financial assistance to attend, and more than one-third of students from all racial and ethnic backgrounds identify as the first in their family to attend college. The Wall Street Journal ranked CSUN second nationally among institutions providing diverse learning environments and has been ranked favorably by Insight into Diversity, Diverse Issues in Higher Education, and the National Role Models for Diversity conference. The University ranks 13th nationally in bachelor's degrees awarded to students from historically underserved backgrounds and seventh in awarding bachelor's degrees to students identifying as Hispanic or Latino. Nationally, CSUN educates the largest number of Armenian students and the 13th largest Jewish student population, and we enroll the largest number of students classified as deaf or hard-of-hearing among U.S. public universities.

CSUN's commitment to serving diverse student populations goes beyond equitable access. We offer expansive coursework and degree options in ethnic and diversity studies fields. We have the oldest and largest Chicana/o studies department in the nation, with B.A. and M.A. options, and major/minor pathways in Africana, American Indian, Asian American, Central American, gender, Jewish, Middle Eastern and Islamic, and queer studies. Campus resource centers include the Pride Center, Dream Center, Veterans Resource Center, National Center on Deafness, and Disability Resources and Educational Services.

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The university embraces an essential community role and is committed to initiatives cultivating and advancing a civic-minded culture. Opportunities for community engagement amplify CSUN undergraduate and graduate experiences, preparing students for workforce needs while benefitting regional businesses and organizations. The Office of Community Engagement (OCE) has been integral to our campus-region infrastructure for over 20 years. Institutional commitment to community engagement is evidenced by structures supporting and rewarding staff, students, and faculty who nurture and sustain relationships with our partners.

CSUN students enjoy access to a wealth of community-engaged experiences. Our reciprocal partnerships shape CSUN's actions, orientation, vision, and strategic planning. Throughout the application, we will demonstrate our depth of engagement, evidenced by meaningful experiences and relationships among all divisions of the campus with community partners.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (regional, urban, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

CSUN is located on a 356-acre park-like setting in Los Angeles's San Fernando Valley, whose population of 1.8 million would make it the fourth largest city in the United States were it independent of L.A. The San Fernando Valley has undergone huge demographic shifts since 1956 and is today a majority-minority Census area, with 43% of residents identifying as Latino. Sixty percent of San Fernando Valley households in the U.S. Census 2017 American Community Survey reported that a language other than English is spoken at home, and 40% reported birth outside the United States, with half of that number hailing from Latin American countries. Our academic programming and services continually respond to and keep pace with the seismic ethnographic shifts of our region.

CSUN is a hub of community engagement, innovation, and research with major economic impact in Southern California and beyond, and we take local stewardship seriously, developing and sustaining mutually enriching partnerships throughout the San Fernando Valley and greater Los Angeles region. Our commitment to regional populations and equitable access to social and economic mobility ensures higher education opportunities for first-generation college students throughout our region, investing in our human capital and transforming lives across generations. We are mission-driven to advance economic prosperity and fuel innovation in partnership with our surrounding communities, actively participating in learning communities to share and learn. President Dianne F. Harrison has reinforced this commitment to the region and its residents since her First Convocation (August 23, 2012), where she noted that community engagement is key to student success and institutional relevancy: "As a university, we can become more focused on expanding external partnerships that benefit both student learning and communities. We can expand the university's visibility through new and existing partnerships and, at the same time, provide a wealth of opportunities for students to learn by doing." As a diverse campus serving significant numbers of low-income, historically underserved, and first-generation students, community engagement is integral to our cultural, social, and political identity. Transformative economic development is core to our mission to provide equitable access to higher education, and community engagement is key to our regional reputation, integrity, and public trust.

CSUN creates reciprocal partnerships within the community, to be detailed throughout this document. CSUN's Younes and Soraya Nazarian Center for the Performing Arts offers globally diverse, world-class arts and cultural

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programming, with particular emphasis on artists relevant to local populations. The campus supports centers, programs, and conferences focusing on services and issues vital to community well-being, including food relief and nutrition education; wellness and health disparities among ethnic and cultural populations; innovations and technology for populations with disabilities; regional and global environmental sustainability; domestic violence prevention, intervention, and aftercare; and much more. CSUN has the depth and facility to engage and serve our communities in integrated, innovative, sustainable, and reciprocal ways.

II Foundational Indicators

Complete all questions in this section.

A. Institutional Identity and Culture:

A.1 Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

A.1.1 Quote the mission or vision:

Community Engagement is prioritized in the mission of the University. CSUN's civic responsibility is "central, not peripheral," and students must acquire civic knowledge and skills to be effective leaders and citizens in a democratic society. Commitment to civic responsibility is clear in our mission, vision, and values. As we help students realize their educational goals, we develop competencies through community-engaged programs that teach our students how to "live in a democratic society." Our programs and activities "help students develop the academic competencies, professional skills, critical and creative abilities, and ethical values of learned persons who live in a democratic society, an interdependent world, and a technological age; we seek to foster a rigorous and contemporary understanding of the liberal arts, sciences, and professional disciplines, and we believe in the following values." In providing historically underserved students equitable access to higher education, we partner with the community in economic and social transformation.

Community engagement and alliances are prioritized "to foster students who will thrive in a democratic society because of our commitment to active learning."

Community partner alliances are among our top priorities, as we advance the educational, intellectual, artistic, civic, cultural, and economic aspirations of our region.

VALUES

Commitment to Teaching, Scholarship, and Active Learning. We demonstrate excellence in teaching. We honor and reward high performance in learning, teaching, scholarship, research, service, and creative activity. Because the quality of our academic programs is central to our mission, we encourage intellectual curiosity and protect the multiple expressions of academic freedom.

Alliances with the Community. We seek partnerships with local schools, community colleges, businesses,

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government, and social agencies to advance the educational, intellectual, artistic, civic, cultural, and economic aspirations of our surrounding communities.

Encouragement of Innovation, Experimentation, and Creativity. We seek to provide an environment conducive to innovation, experimentation, and creativity. We encourage all members of our community to take intellectual and creative risks and to embrace changes that will enhance the fulfillment of the University's mission.

Articulated in CSUN's vision statement is our commitment to community: "Our graduates will be the vanguard of leaders—committed to sustaining a democracy in which diverse people share in the rights and responsibilities of citizenship, proficient in applying technology to wise purposes, and dedicated to securing a humane world community and sustaining the bounty of the Earth. In these alliances, we recognize and enact reciprocity, valuing the community voice in institutional planning. Our alliances with the community, commitment to engaged learning, and mission to uplift our students and community materializes in CSUN's vision for our students to become leaders in a democratic society—actively creating a humane world."

In keeping with our mission, community engagement is integrated across campus and throughout the highest levels of administration. The Presidential Advisory Committee, comprising associate vice presidents, directors, and program managers across all University units, worked together to create a Community Engagement Hub to support community engaged research, scholarship, teaching and learning, and service across the institution and beyond.

A.2 Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

A.2.1 Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

Awards for community-engaged faculty, students, and staff are a long-standing tradition, showcasing the breadth and depth of such work across the institution.

Visionary Community Service-Learning Award - \$1,200

This annual award honors the faculty member who has made the most outstanding contribution to the betterment of students and the community through a service-learning class. Service Learning combines explicit academic learning objectives, preparation, and reflection with meaningful work in the community. Students participating in community service-learning provide direct service, education and outreach, research, and/or policy analysis to schools, nonprofits, and/or public organizations as part of their requirement for academic credit, while the professor guides them in understanding connections between tasks performed and their academic coursework.

CSUN Community-Engaged Staff and Faculty Award - \$300

This award is presented to a staff member, faculty, or administrator whose efforts created greater collaboration between CSUN and regional, state, national, or global communities toward the public good. The recipient embodies what it means to be an engaged Matador, having worked within the community to strengthen democratic values, civic responsibility, and/or address critical societal issues.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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The Office of Community Engagement Awards are grant opportunities focused on growing our community of engaged faculty, students, and staff who enrich scholarship, research, creative activities, and curriculum to prepare educated and engaged students. Community Engagement offers the following grants to faculty at all levels: (1) Community-Engaged Research Grant (\$2,000), (2) Dissemination Travel Grant (\$1,000), (3) Community Based Research Grant (\$2,000), (4) Student Scholar (\$500), (5) Disciplinary Grant (\$3,000), and (6) Interdisciplinary Grant (\$6,000).

The Office of Student Involvement and Development houses the President's Volunteer Service Award, focused on CSUN's commitment to service in the San Fernando Valley. The award recognizes CSUN students, clubs, organizations, faculty, and staff who have logged a critical mass of hours in service to the region over an academic calendar period.

CSUN's Office of the President, the Matador Involvement Center, and the Office of Community Engagement collaborate in the campus-wide Newman Civic Fellow Nomination Process. Newman Civic Fellows are nominated from our student body for demonstrated commitment to finding solutions to challenges facing communities throughout the country. These students serve as national exemplars of the role that higher education plays in building a better world.

The Office of Community Engagement (OCE) awards one student scholar from their campus-wide program the Outstanding Student Scholar Award in recognition of outstanding leadership in their service learning position.

OCE, housed within Academic Affairs, is working with Student Affairs to implement campus-wide Community and Civic Engagement Digital Badges. The proposal has been created, vetted, and approved by the president, the provost, and Information Technology and is currently circulating among associate vice presidents for university-wide approval. Implementation is expected with a pilot run in Spring 2019.

B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

B.1.1 Describe the mechanisms for systematic assessment:

The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service-learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

Through assessment of community perceptions, the university has increased and improved regional partnerships and deepened community understanding of our faculty, our students, and the work we do.

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Reciprocal, sustained relationships with community partners rest upon mutual understanding, assessment of practices, and strategic decisions in institutional planning. Activities include:

OCE hosts an annual community partner brunch, gathering key stakeholders to discuss partnerships, strategies, and focus group/needs assessments.

Working with the Los Angeles Economic Development Corporation, CSUN hosted two town hall meetings convening stakeholders to discuss challenges and goals for a five-year economic strategic plan. The resulting plan, "Propel LA," – was unanimously approved by the Los Angeles County Board of Supervisors and is in the implementation phase. As a sponsor and key partner, CSUN is integrating its principles on campus.

In 2015, the CSUN Institute for Community Health and Wellbeing launched Neighborhood Partners in Action (NPA), articulating goals (1) to build bridges among organizations in the nearby underserved community of Canoga Park, and (2) to develop, model, and replicate campus-community partnerships. NPA fosters communication and collaboration between CSUN, the Institute, community leaders, and families to learn about services lacking in the region. Faculty, students, and staff work with local stakeholders to identify resources they can tap into and areas where university programs could fill gaps. The process aggregates community voices to guide the development of partnerships and programs to address community needs. Mechanisms include: needs assessment surveys; video-voice interviews among community members; and Community Advisory Council meetings to identify and advance future collaborations.

The Office of Government and Community Relations (OGCR) liaises between CSUN and government officials at local, state, and federal levels. OGCR connects with local business organizations, chambers of commerce, nonprofit groups, and the community-at-large to assess need, identify appropriate avenues for university support, and create partnerships. CSUN meets regularly with three adjacent neighborhood councils to update the community on ongoing university improvement projects and interact with stakeholders.

The neighborhood councils have participated as strategic partners in CSUN Transportation Town Halls, candidate forums for relevant elections, Matadors Day of Service, and community meetings on issues affecting the region.

The Northridge Vision 2025 group was founded to facilitate changes to the Northridge Master Plan and to develop long-range planning goals for Northridge. Northridge Vision and CSUN have cohosted Transportation Town Halls, candidate forums, and community roundtables on homelessness and other issues. These community gatherings promote thoughtful feedback toward effective campus advocacy.

A 2018 community partner survey conducted by the Office of the President revealed general satisfaction with campus engagement and desire for increased communication. We responded by co-creating an institutional assessment, sent to community partners in March 2019, to more deeply assess the quality of campus-community relationships, to be redistributed annually.

B.2 Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

B.2.1 Describe how the data is used:

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If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

Data are shared University-wide for program development, improvement, and fundraising. The Innovation and Economic Prosperity (IEP) study, for example, collected data from University Advancement, academic projects, needs assessments, and community partner surveys.

The Propel L.A. Strategic Plan supports and advances best practices of business, government, nonprofits, education, labor, and community organizations. Propel L.A. promotes economic growth and equitable opportunity by connecting at-need groups with resources while advocating for public policies and programs. Our common purpose is to increase shared prosperity by reducing income inequality and alleviating pervasive structural poverty.

The CSUN Institute for Community Health and Wellbeing is committed to collaborative dialogue based on trust, respect, and understanding of the mutual benefit of sharing resources. Systematic assessments gauge perceptions of community needs and potential improvements in partner relations and services, focusing on maximal impact in programs and partnerships, while campus and community surveys assess reciprocal impact. Assessing impact of Neighborhood Partners in Action, the Institute surveyed several key areas: campus-community partnerships benefits; perceptions of campus partners; trust, respect, and responsibility in cultivating partnerships; and motivations for new partnerships and opportunities for engagement. Results are disseminated among campus leadership and advisory committees as well as community partners to highlight successes and identify areas for improvement.

The Office of Government and Community Relations (OGCR) participates in the Northridge East Neighborhood Council – Education Committee monthly meeting, where representatives from CSUN and partner school Northridge Academy High School discuss issues of mutual interest and impact. All community members may join these discussions and several sit on the Education Committee. CSUN addresses resident concerns and briefs attendees on future projects. As CSUN planned upgrades to its baseball field, representatives discussed campus impacts and solicited feedback. We also seek opportunities to involve residents more directly in campus initiatives. After a sustainability discussion, OGCR arranged a community tour at the CSUN Sustainability and Recycling Center.

Successful programs include nutrition education and food bank assistance from CSUN's Marilyn Magaram Center for Food Science, Nutrition, and Dietetics to the Guadalupe Center and Child Development Institute; on-site tuberculosis testing by Providence Health and Services for men in the Salvation Army Adult Rehabilitation Center's recovery program; CSUN social work interns working with El Centro de Amistad; an oral history project in which CSUN students and student veterans work with seniors at Veterans of Foreign Wars Post 2805; and leadership development training and an all-sports day led by the CSUN baseball team at Canoga Park schools and centers. CSUN students, faculty, and staff provide math and science tutoring, drama and music classes, and college-prep programs among area K-12 schools and conduct after-school activities with the Los Angeles Police Department's Topanga Police Activity League and the West Valley Boys & Girls Club. Neighborhood Partners in Action helped launch a robotics and space academy that facilitates robot building and mentorship between local high school student volunteers and elementary and middle school students.

Following analysis of community partner surveys, the information will be stored in the Digital Hub Digital

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Repository for longitudinal data analysis.

C. Institutional Communication:

C.1 Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?

Yes

C.1.1 Describe the materials that emphasize community engagement:

CSUN's brand message and identity, communicated through the campaigns CSUN Shine and Elevate, consistently focus on community partnerships and the vitality of reciprocal relationships in elevating the region.

CSUN SHINE

This campaign focuses on the ways in which CSUN serves a large and diverse student population, collaborates with communities in concert with student success and regional engagement initiatives.

The campaign highlights the way "CSUN shines" in its culture of collaboration and problem-solving, and with an unrelenting commitment to student success and educational access that changes lives. The university shines through outstanding faculty, staff, and administrators and their dedication to our mission. CSUN shines through student achievement, making their difference in the world before and after graduation. The university shines through excellence in academic programming, facilities, and technology. CSUN shines with the dedication and pride of alumni, volunteers, and friends of the university. Most important, we shine as a culture of unparalleled diversity with an inspiring history and engagement in the community.

CSUN ELEVATE

CSUN launched the ELEVATE campaign in 2008 to communicate to external stakeholders the high-impact resources on and off-campus that CSUN makes available to individuals and industries throughout the region. Many corporations and public sector agencies have limited capacity to support major research and development programs, and universities like CSUN are increasingly providing the sophisticated infrastructure needed to compete in regional and global contexts. This approach allows businesses both small and large, nonprofit and for-profit, to tap a wide range of research expertise across campus fields and disciplines, a facility that only increases in importance as market needs and organizations change so rapidly in the contemporary marketplace. CSUN embraces its responsibility to inspire innovation and stimulate prosperity in our globally connected urban setting. Academic excellence in graduate and undergraduate education, robust practical research, and a deep commitment to its community-engaged institutional mission make CSUN a highly valued asset to fuel our expanding economy and develop our communities.

The Elevate campaign highlights how CSUN works with regional, national, and international organizations to explore contractual agreements for applied research projects and community engagement. CSUN creates teams that blend the expertise of client organizations, community partners, students, and CSUN faculty. CSUN is part of the CSU5 initiative, a consortium of five California State University campuses in Los Angeles County (Dominguez Hills, Long Beach, Los Angeles, Northridge, Pomona). This initiative gives businesses access to university resources, innovation, and research linked to economic and community development. The five campuses work across institutional lines to provide educational and research opportunities.

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The University emphasizes community-engaged practices within these two campaigns as well as in all areas of marketing throughout the University website. The homepage consistently carries messages about ongoing community engagement activities. The University online magazine "CSUN Today" published over 60 stories during the 17-18 academic year featuring the community engagement activities of our faculty, students, and staff.

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

CSUN Community Engagement is supported by the Chancellor's Office, the CSU Academic Senate (ASCSU), and the CSU Center for Community Engagement, including 20 years of support under the CSU Call to Service Initiative.

CSUN Community Engagement has enjoyed enthusiastic presidential support since 1969, and continues to thrive under President Dianne F. Harrison, who has prioritized Community Engagement in institutional planning, financial support, and institutional messaging. The President places emphasis on campus-community relations and the central role of students in that relationship in her website welcome message, in CSUN Today, and in speeches. She routinely cites community engagement activities in institutional "Points of Pride" in Convocation speeches. In a recent video message hosting Feria de Educación, she emphasized CSUN's regional stewardship responsibilities.

In her 2018 welcome address President Harrison emphasized CSUN's accelerated commitment to ensuring basic needs and resources for students, of particular concern at a university serving students from low-SES families and communities. CSUN provides resources like the CSUN Food Pantry, Women's Research and Resources Center, Matty's Closet (providing wardrobe for interviews and conference presentations), the MataCare Emergency Grant, and other programs. She announced development of a website and mobile app detailing these services to ensure that students and campus allies have ready access to vital resources.

In a recent faculty retreat President Harrison urged faculty to use community engagement or service learning to increase student engagement, learning, and retention/graduation rates. She stated, "...our most important efforts are those that improve the quality educational experience for students. Community engagement is a very effective way to do that. Community service allows students to apply what they have learned in the classroom into real-world experiences."

Community engagement aligns with her first and highest priority: an "unrelenting focus on student success." The president noted, "I am very proud of the good work we do here at CSUN," yet added she would like to see the university "kick it up a notch." She challenged faculty, department chairs, and deans to tie community engagement to research, giving strong consideration to CE in the retention, tenure and promotion criteria of faculty. "I hope you will consider making community engagement via student research a part of every major," Harrison said. "Incorporate it into existing classes, perhaps. We can do this. We owe it to our communities, and we owe it to our students."

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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CSUN co-hosted a meeting at the Annenberg Foundation in December 2013 where presidents from the five Los Angeles CSU campuses met with leaders of regional businesses, public agencies, nonprofits, and philanthropic organizations. This founding meeting resulted in creation of the CSU5, a consortium agreement facilitating work across institutional lines to enhance educational and research opportunities in the Greater Los Angeles area, providing a catalyst for new models and standards regarding higher education's significant role in economic and community development.

C.3 Is community engagement defined and planned for in the strategic plan of the institution?

Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

Seven of eight priorities articulated in our strategic plan connect to and rely upon community-engaged practices. The interdependent priorities create a dynamic environment that nurtures our primary priority: student success. Student and employee success are facilitated and sustained by harnessing the power of diversity, growing visibility and reputation, ensuring financial strength, increasing research and sponsored programs, fostering environmental stewardship, and using athletics as a tool for engagement. As these priorities bolster CSUN, the university elevates its service areas. Here we will focus on the community-engaged components of each priority.

1). Student Success

"CSUN engages students through quality academic programs and deepens learning opportunities for both graduate and undergraduate students to engage in research, internships, service learning, fieldwork, innovation, and other hands-on education that links students to the dynamics of scholarship and the changing nature of professional practice." Integrative and applied academic practices focused on civic engagement, equity, and social change promote High Impact Civic Engagement Practices (HICEP).

3). Fostering Diversity and Inclusive Excellence

Diversity and inclusion fuel and enhance the generation of ideas in problem-solving, research, innovation, creative expression, community and organizational development, and "meaningful participation in an increasingly complex world," with the latter offering opportunities to further inclusiveness and integration.

4). Increasing the Visibility and Reputation of the University

"CSUN's capacity to engage both internal and external constituents—students and potential students, parents, faculty and staff, elected officials, donors and potential donors, community partners, and the community at large—is dependent on managing, nurturing, and ultimately elevating the visibility and positive reputation of the university." This priority "pursue[s] opportunities to develop meaningful relationships with community partners to make a difference in our region and state and leverage assets such as the Younes & Soraya Nazarian Center for the Performing Arts, radio station KCSN, and university programs and college centers to connect with the greater Los Angeles community."

5). Planning for a Future Less Dependent on State Funding

One strategy is to "Partner with the community to bring opportunities for students and faculty," highlighting reciprocal value in partnering with community on externally funded opportunities.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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6). Expanding Research Activity and Sponsored Programs

Sponsored programs and contracts can help “Address societal challenges and propose solutions to local, state, national and global needs.” In furthering research activities we will “Refine courses and curricula to engage students in more hands-on learning.”

7.) Supporting Sustainability

CSUN models sustainable institutional practices for universities and organizations, highlighting accessible and practical benefits of responsible environmental stewardship while “[preparing] knowledgeable graduates who will become leaders and stewards of the earth’s resources.” Sustainability-focused curricula and activities are intrinsic to CSUN’s service to its region, prioritizing these action items: “Engage community to form mutually beneficial sustainability partnerships to leverage resources and magnify positive impact,” and “Commit to campus climate resilience and work with communities, particularly those that are underserved, to help implement resilient and sustainable practices.”

8.) Using Athletics as a Tool for Engagement

Athletics is a powerful vehicle for engagement, creating cohesion among campus and regional communities.

D. Institutional - Community Relations:

D.1 Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

Yes

D.1.1 Describe how the community’s voice is integrated into institutional or departmental planning for community engagement:

The purpose of this question is to determine the level of reciprocity that exists in the institution’s engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

CSUN has a long history of community-engaged programming developed in partnership with regional constituencies. Our colleges, departments, and faculty approach community partnerships prioritizing reciprocity, value, and integration.

CSUN Transportation Town Hall brought community stakeholders and campus leaders together to discuss existing and planned transportation projects impacting the region, with goals of improving quality of life for students and residents by easing area transportation congestion.

CSUN participates regularly with three neighborhood councils adjacent to campus—Northridge East, West, and South—with a voting seat on the East Council. Through these neighborhood councils we update community

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

members on university improvement projects and discuss concerns.

MOSAIC (Mentoring to Overcome Struggles and Inspire Courage) grew from collaboration with community partners who saw a significant unmet local need in continuation schools, often a “last stop” for students on their way to permanently leaving school. Since 2002, CSUN has conducted a service learning program matching college students from underserved backgrounds as peer mentors and advisors for youths at risk of dropping out of the education system.

BUILD PODER, a grant-funded biomedical research training program for undergraduates from underserved backgrounds, is opening a Health Equity Research and Education (HERE) Center to generate community-academic research partnerships for cooperative research focused on community well-being.

Community input during planning phases for what is now the Soraya Center for the Performing Arts resulted in the Soraya’s ongoing community arts education program.

Community members provide valuable insight to the Commission on Diversity and Inclusion, while CSUN’s Black and La Raza alumni associations engage local community members by hosting talks, workshops, and service work days, and provide student scholarships and awards.

The Oviatt Library’s Advisory Board comprises campus and community members who make regular use of the University Archives and offer feedback on the purpose and content of the archives.

The campus annually hosts multiple town halls that engage community members in problem-solving activities for targeted needs and issues.

Community members actively participated in our Western Association of Schools and Colleges (WASC) university accreditation process, providing examples and testimonials of campus-community engagement during both the planning phase and a WASC site visit—a crucial element of our reaccreditation.

The Office of Community Engagement’s Advisory Board and community members formed a focus group this year to strategize partnerships and activities that will most effectively address community needs.

E. Infrastructure and Finance

E.1 Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?

Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. 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:

The purpose of this question is to determine the presence of “dedicated infrastructure” for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/coordinating community engagement.

CSUN's Office of Community Engagement (OCE) houses and coordinates campus-wide community service (CS) learning initiatives and curriculum. Community Based Organizations (CBOs) coordinate with our office (via website, social media, and CSU S4) to register as campus partners. The OCE provides leadership in service learning, enriching scholarship and enhancing curriculum for students, faculty, and staff. OCE creates high-impact, community-based academic experiences and maintains reciprocal community and academic partnerships focused on preparing educated, engaged citizens for lifelong learning and civic-minded leadership. OCE supports, tracks, and develops community service learning as well as academic community engagement, including student volunteerism across campus units. OCE comprises a Director of Community Engagement, a Director of Student Engagement and Service Learning, a Director of Faculty Engagement and Service Learning, a Community Engagement Analyst; student assistants (3), student scholars (12), and an Advisory Board (12).

OCE works closely with the following centers and institutes on campus:

The Marilyn Magaram Center, a recognized Center of Excellence in Food Sciences, Nutrition, and Dietetics serving the global community.

ReLAY Institute creates sustainable systemic change that will provide improved education, employment, housing, and health and well-being outcomes for disconnected youths (16-24) throughout Los Angeles.

Strength United (SU) is dedicated to the elimination of sexual and interpersonal violence through healing, empowerment, and public awareness of prevention strategies.

The Institute for Community Health and Wellbeing fosters healthful living through community and campus partnerships. Neighborhood Partners in Action initiative is designed to help optimize Canoga Park's resources, collect data about community needs, and form partnerships to foster relations between residents, local businesses, and the university.

VITA Clinic (established 1970) is a cost-free income tax assistance service to low-income residents throughout the region.

The Institute for Sustainability works with campus and community stakeholders to integrate sustainability into all aspects of the university: operations, infrastructure, outreach, education, and research.

Unified We Serve is CSUN's volunteer program coordinated by Student Affairs' Matador Involvement Center.

The Child and Family Studies Center instructs and trains university students to work effectively with young children and their families.

The Center of Achievement through Adapted Physical Activity (established 1971) provides internationally recognized adapted fitness programs for people with disabilities.

OCE has been granted funding to develop an integrated Community Engagement Hub, a visual and physical representation of our commitment to community engagement and transparency. The CE Hub enhances CSUN's capacity to be more responsive and effective in its off-campus activities and increases capacity to support units inter-divisionally.

The digital hub is an informational and practical showcase of CSUN's CE work and opportunities. The hub

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

facilitates comprehensive and consistent data collection, organization, and reporting from Centers and Institutes who participate in CE practices, Volunteer Programming in Unified We Serve, the Matador Involvement Center, Alumni Relations, and Departments and Colleges with integrative CE practices. Community Partners will be invited to offer opportunities and requests to partner with the University. Academic Affairs, Student Affairs, and University Advancement will share the costs of implementation and maintenance of the hub beginning Summer 2019.

E.2 Are internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

The purpose of all the questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that funds the primary investment and ongoing costs of the infrastructure described in E.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, scholarships and financial aid related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

The following operating budgets do not include grant funding and foundation funds. In addition to operating budgets, the University provides space, telephone, office equipment, and IT support for the following units and makes substantial investment in the departments and programs we work with.

OCE's annual operating budget is \$180,000, which provides additional salaries, equipment, and operational expenses, with \$40,000 from the Governor's fund annually and \$104,000 in one-time funds from Undergraduate Studies and the Provost's Office. The Institute for Community Health and Wellbeing's annual operating budget is \$315,597, which provides additional salaries, equipment, and operational expenses. Strength United's annual operating budget is \$4,400,783, which provides additional salaries, equipment, and operational expenses. The Institute for Sustainability's annual operating budget is \$212,187, which provides additional salaries, equipment, and operational expenses. Marilyn Magaram Center's annual operating budget is \$1,627,822, which provides additional salaries, equipment, and operational expenses. Unified We Serve's annual operating budget is \$40,000, which provides additional salaries, equipment, and operational expenses.

Instructionally Related Activities (IRA) Funding: An advisory committee on instructionally related activities advises the campus president regarding levels and allocations of Instructionally Related Activities fee revenues.

Programs partially funded by IRA funds with a community engagement component are as follows:

Mike Curb College of Arts, Media, and Communication:

Department of Art

- Social DesignHub Project – \$800

Department of Cinema and Television Arts

- Senior Film Showcase – \$25,000

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Department of Communication Studies

- Performance Ensemble: Creatives for Social Justice – \$10,300

Department of Music

- Music Therapy Outreach – \$2,700
- CSUN World Music Program – \$3,650
- CSUN Symphony Orchestra – \$21,000
- Opera Education and Outreach – \$76,000
- Wind Ensembles – \$55,000
- CSUN Guitar Quartet – \$5,700

College of Health and Human Development:

Department of Recreation and Tourism Management

- CSUN Aquatic Center – \$53,000
- Get Outdoor Environmental Service Learning – \$4,500

Department of Health Administration

- Community Service Leadership Project – \$2,700

College of Humanities:

Department of Chicana and Chicano Studies

- Family Fun Literacy Project – \$5,000

David Nazarian College of Business and Economics:

Department of Accounting & Information Systems

- CSUN VITA (Volunteer Income Tax Assistance) Clinic – \$9,000
- Bookstein Low-Income Taxpayer Workshops – \$3,000

Michael D. Eisner College of Education:

Department of Deaf Studies

- American Sign Language/Deaf Theatre – \$6,900

College of Science and Mathematics:

Department of Biology

- Tomorrow's Scientist Earth Day and gardening events – \$1,350

College of Social and Behavioral Sciences:

Department of Social Work

- 10th Annual Diversity Day – \$3,100

Total IRA funding: \$288,700

The Tseng College of Graduate, International, and Midcareer Education has made significant investments supporting campus-community connections, including the creation of two new positions: director and associate director of External Relations. The College created and funds the ELEVATE campaign to connect the university's teaching and research with the needs of the business and civic community. Additionally, the College funds university memberships in economic and community development organizations and sponsors events fostering connections between the campus and the work of the organizations.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

E.3 Is external funding dedicated to supporting institutional engagement with community?

Yes

E.3.1 Describe specific external funding:

These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

CSUN has a range of long- and short-term community-engaged projects supported by public, private, federal/state/local government, and corporate funds. With over \$34 million in external funding for 219 community-engaged research projects in AY 17/18, we will highlight a few here.

CSUN is a partner in LA P3 (Performance Pilot Partnership), a City of Los Angeles–led consortium receiving federal P3 funding. LA P3 focuses on policy reform targeting administrative, regulatory, or statutory requirements that inhibit the success of programs addressing needs of disconnected youth. Work began in summer 2017 to establish the multi-campus ReLAY (Reconnecting LA Youth) Institute, an innovation hive, professional development academy, service learning academy, and best practice/data collection repository for initiatives advancing opportunities for disconnected youth.

A \$145,000 grant from the California Community Foundation’s Los Angeles Scholars Investment Fund (LASIF) will provide 40 scholarships to undergraduate candidates from underrepresented groups.

SoCalGas provided sponsorship support for Matadors Day of Service and CSUN’s Institute for Sustainability.

The Younes and Soraya Nazarian Center for the Performing Arts (“The Soraya”) was named in recognition of a transformative \$17 million gift from the Younes and Soraya Nazarian Family Foundation in support of programming and student and community engagement opportunities. The Soraya’s Arts Education program engages and educates San Fernando Valley K-12 students, offers professional development opportunities and provides arts education resources for K-12 teachers and administrators, and models integrative arts pedagogy and curriculum for schools.

CSUN has hosted the Volunteer Income Tax Assistance (VITA) Clinic for 50 years and was the first college-based VITA site, offering free assistance with state and federal income tax returns for low-income individuals, including non-English speakers, people with disabilities, and veterans. With campus and satellite locations throughout the San Fernando Valley, the program is staffed by IRS-certified students enrolled in service-learning accounting courses. In 2016, Harvey and Harriet Bookstein announced a \$750,000 endowment to support CSUN’s VITA Clinic in perpetuity.

Launched two years ago by CSUN faculty, staff and students, the Champions of Change – Healthy Communities Initiative fights obesity in nearby Canoga Park with grant support of \$880,000 from the California Department of Public Health and the U.S. Department of Agriculture. In that time the program has established community gardens at more than a dozen sites, over 70 community events have educated people about healthy eating habits, and more than 400 classes have educated children, families, and residents about nutrition and healthy living habits. To date the initiative has reached more than 28,000 people.

The California’s Call to Service Initiative is a hallmark program of the California State University advancing

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

service learning, community engagement, and student achievement while inspiring long-term commitment to civic action. Six recipients of the 2018 Faculty Innovation and Leadership Award are engaging students through service learning or community-engaged learning experiences. The CSU Office of the Chancellor allocates \$1,035,000 annually across all 23 campuses, with \$40,000 awarded to CSUN in support of faculty, student, and staff grants.

E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement:

Please describe institutional fundraising goals and activities pursued by offices of advancement, development, alumni, or institutional foundations that are focused on community engagement. Student fundraising activities in support of community engagement may be included.

When President Dianne F. Harrison was named CSUN's president in 2012, she immediately charted a more purposeful course for university engagement. Doing so meant creating a culture of innovation and community engagement, and committing additional resources to applied research, external relations, and regional outreach. The "RISE" fundraising campaign emphasizes incredible campus initiatives helping individuals and communities. CSUN is a training ground for individuals who keep this region thriving, in turn reinvesting hundreds of millions of dollars into the economy annually. President Harrison remarked, "By investing in us, you're not just donating; you're becoming a primary stakeholder in the region's future — providing the base for its peak. We're the third-largest university in California. Graduating more than 10,000 prepared professionals a year, adding hundreds of millions back into the region annually. Yet the resources to power this economic engine are no longer a given. So by giving to CSUN you're not only investing in us — you're investing in yourself, the region and California. You provide the base for all of us to ascend at one of the best universities in southern California." Our University truly understands that "when our students rise, they take Los Angeles with them."

CSUN Innovates! is a marketing and fundraising campaign highlighting campus-community synergy and our ecosystem of innovation. Los Angeles and California are major forces in aerospace, trade, entertainment, technology, art, health care, and more, and CSUN is a leading engine of the education, engagement, and innovation fueling that success. The Association of Public and Land-grant Universities named CSUN an Innovation and Economic Prosperity University, recognizing our efforts to promote innovation, entrepreneurship, engagement, and workforce development, while the Los Angeles Economic Development Corporation bestowed the Eddy Award on CSUN for elevating the region's economy. This thriving ecosystem of innovation benefits our campus community, our regional community, and our national and global standing. As stewards of place, we are mission-driven to advance economic prosperity and fuel innovation, nurturing successful practices while continually seeking new approaches and participating in learning communities to share and learn.

Student organizations at CSUN use a variety of creative approaches to raise funds for local and national charitable groups. Among many worthy causes, Greek organizations have raised money for AIDS Walk, the American Heart Association Run and Walk, the Los Angeles Breast Cancer Alliance, Choose Children, Pediatric AIDS Foundation, Children's Hospital, Children's Miracle Network, the Special Olympics, Diabetes Walk, the A.S. Children's Center, and CSUN Disabled Students.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

E.5 Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?

Yes

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:

In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/campus partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community development.)

Across 60 departments, college programs and centers, and fundraising, advancement, and alumni efforts, CSUN invests in community initiatives and partnerships, including:

Showcased by the Association of Public and Land-grant Universities (APLU) and the Coalition of Urban Serving Universities (USU), CSUN's Bridge to the Future is a multilateral enterprise designed to improve the academic futures of Canoga Park residents. Following an extensive community needs assessment, the Bridge to the Future (B2F) Scholars Program will support up to 25 Canoga Park High School 2018 graduates with CSUN scholarships providing full tuition plus services and supports needed for degree completion.

CSUN's Office of Alumni Relations has developed several key programs that leverage faculty, alumni, and community partners to enhance student experiences. Our Dinner with Matadors, Speed Mentoring, and award-winning Corporate Connect programs provide field experiences and service learning opportunities hosted by alumni and community experts across industries. Partners are identified through indicators including industry experience, company position, philanthropy and engagement capacities, and faculty recommendations for opportunities that put classroom theories into practice. By employing faculty experts as advisors in the selection of program content, students, and partners, we strengthen learning outcomes while continually reassessing constituent needs and program objectives. Students emerge from these experiences prepared to meet the professional needs of partner organizations and enter recruiting channels.

Since 1985, the CSUN-affiliated Valley Trauma Center has provided support to individuals who have experienced child maltreatment, domestic violence, and/or sexual violence, with services including individual and family psychotherapy, couples counseling, treatment for traumatic stress, parent education, accompaniment to evidence gathering examinations and court appointments, supportive and counseling services to families adopting youth in foster care, violence prevention programs, and a 24-hour crisis hotline. The Lawrence P. Frank Foundation has been a longtime partner, donating \$10,000 annually to the center since 1997. Valley Trauma Center's learning laboratory model enlists CSUN undergraduates in related fields (e.g., sociology, public health, women's studies, psychology) as volunteers at the center, where they synthesize field-specific experience and prepare for graduate school. Meanwhile, CSUN graduate students in relevant fields fulfill clinical internship requirements at the center. Students provide counseling, manage prevention outreach programs, and staff the 24-hour hotline. The center has a special program for high school students, enlisting their volunteer services at the center to gain basic competencies and self-confidence. The center currently has about 110 student volunteers, accounting for 85% of its direct-service staff.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

CSUN, through Tseng College, sponsors World Trade Week (WTW) with the Los Angeles Area Chamber of Commerce. WTW, the most extensive program of its kind in the country, promotes aspects of international trade that are vital to strong local and national economies and educates the public on the benefits of global trade through educational programs. CSUN presents one scholarship award between \$500 and \$1,000 to a local student during the kickoff breakfast.

CSUN is recoding financials to track community engagement investments across State and Auxiliary campus units. The Community Engagement Hub will collect, collate, and assess this data in spring 2019 and annually thereafter.

E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?

Yes

E.6.1 Please describe business operation practices tied to the local community:

This question is asking specifically about how the campus practices in the areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

CSUN has an economic impact of nearly \$1.9 billion and has created more than 11,700 jobs while increasing human capital and fostering the next generation of workers. CSUN also collaborates with local businesses to bridge gaps between in-classroom learning and real-world applications. Beyond CSUN's state-subsidized undergraduate and graduate education, the Tseng College of Extended Learning grants degrees and certificates to thousands of professionals each year, while providing a key source of self-support to the university. These programs benefit the economy and quality of life throughout Southern California. Beyond the procurement agreements and contracts mandated by the 23-campus CSU system, CSUN has independent impact as a purchaser of goods and services, making mindful decisions to benefit our community and environment now and in the future.

Northridge Vision 2025 is an umbrella organization to strategize urban planning in the greater Northridge area, founded to facilitate changes to the Northridge Master Plan and develop long-range plans for improvement. The coalition includes CSUN, three Northridge neighborhood councils, Los Angeles City Council District 12, the Northridge Chamber of Commerce, and the Northridge Beautification Foundation.

In collaboration with L.A. mayor Eric Garcetti's Office of Economic Development and the Los Angeles City Department of Public Works, CSUN hosted over 600 Angelenos for the business matchmaking and informational event Accessing LA to help entrepreneurs in efforts to start, build, and grow businesses, with engagement from city departments and prime contractors and workshops to develop best practices for doing business in and with the City of Los Angeles.

CSUN has pledged to achieve climate neutrality by the year 2040, with Climate Action and Sustainability plans already implemented to ensure sustainability through planning and policy decisions, capital project development, and campus operations. CSUN chooses products whose quality, function, and cost are rated equal or superior by the EPA's Environmentally Preferable Purchasing Program.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

This policy aims to:

- conserve natural resources
- minimize pollution
- reduce the use of water and energy
- eliminate or reduce environmental health hazards to workers and our community
- support strong recycling markets
- reduce the quantity of materials that are landfilled
- increase the use and availability of environmentally preferable products
- support locally produced goods and services
- educate ourselves, our vendors, and our end users

In situations where Environmentally Preferable products are unavailable or impractical, secondary considerations include environmental management practices of suppliers and producers. This is part of our long-term commitment to our community and larger environment. In publicizing this commitment locally and nationally, we encourage wider adoption of environmentally preferable products and practices.

Food Recovery Network (FRN)@CSUN is fighting waste while feeding people by recovering leftover food from CSUN dining locations and delivering it to local shelters feeding those in need.

CSUN's next step toward climate neutrality is a resilience assessment to identify climate-related hazards threatening our campus and community in coming years. We will engage campus and community stakeholders to design strategies to mitigate hazards, making the region more resistant to social, economic, and environmental impacts of climate change.

F. Tracking, Monitoring, Assessment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:

The purpose of the questions in this section is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

The Office of Community Engagement is recognized as CSUN's home for community service (CS) learning. To collect and track data for Service Learning and Internships, we use the Cal State S4 Database, a web-based system for online tracking of student academic placements within their community, supported by the Center for

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Community Engagement (CCE) in the California State University, Office of the Chancellor.

Cal State S4 is designed to:

- Collect accurate data from CSU campuses about community engagement activities and other High Impact Practices (HIPs);
- Collate and analyze HIPs data from CSU campuses to better understand the impact on student success, graduation, and retention rates;
- Manage risk concerns and requirements associated with off-campus academic placements, and specifically outlined in Executive Orders;

We have had great success with our S4 database and value its importance in tracking, supporting, and assessing high impact practices like service learning and internships. Faculty verify accuracy of their service learning courses and data through S4, and the system allows us to parse data by student, class, course, hours, placement, and faculty, with ability to track data longitudinally through any of those criteria. With over 40,000 students, 600 community partners, 2,000 faculty, and a wealth of departments, programs, and courses, we are able to track engagements in outstanding detail.

Annual Community Engagement activities are reported by faculty and department chairs to the college Deans. These reports are included in the annual college reports to the Provost. Additionally, each University sponsored program compiles and submits an annual report to their supervising administrative lead. Components that contain data on community engagement practices will be sent to the Community Engagement Hub for compilation, assessment, and reporting.

CSUN is developing a Web-One presence that showcases community engagement work and opportunities in a robust, comprehensive, and consistent way. Community members and partners can use this site to link with CSUN centers, institutes, research faculty, and organizational units engaged with the community. Student groups, faculty, staff, community groups, foundations, and others will have a one-stop shop to engage with CSUN's community engagement ecosystem in a seamless fashion.

Campus community engagement programs for students include internships, service learning courses, field trips, international programs, and more. These activities are currently tracked on a variety of platforms (e.g., S4, Terra Dotta, MataSync), and organizing all community engagement activities under a digital umbrella will provide opportunities to improve outcomes for students, community members, faculty, and staff. A short-term goal is to harness data reports (e.g., headcount, number of community engagement hours, site information) from these various platforms into a single database maintained by the Community Engagement Hub. The long-term goal is to create a linked pathway between these various platforms and our existing Community Engagement database.

F.2 Does the institution use the data from those mechanisms?

Yes

F.2.1 Describe how the institution uses the data from those mechanisms:

For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

S4 Pre/Post service learning experience data is used by the Office of Community Engagement for improvement of service-learning courses or programs, creation of new service learning courses, and marketing of service learning experiences. The Pre-Service Learning Evaluations and Post-Service Learning Evaluations measure students' inclination and participation in service learning classes and the likeliness of students to participate as active members in their community. These evaluations also improve and enhance the service learning experience for future CSUN students. The S4 database helps us to create and track SL courses and market SL experiences to the rest of campus and our community partners.

The OCE regularly reports to the University President and the Chancellor's Office on these activities and will continue to use technology to improve the collection and ease of access to students' risk management information, facilitate access to complete and view student forms, and view campus processes in real time. This will improve efficiency in meeting executive orders and guidelines while engaging students in off-campus learning opportunities across multiple programs.

The Community Engagement Hub will be the home for the data collection and will make strategic planning recommendations, improve community partnerships, improve student success initiatives, and provide grant support and outreach.

F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.

OCE works each semester with faculty, students, and community partners to maintain best practices in service learning and community-engaged practices. We work with data from the pre/post- test survey and faculty to determine whether explicit criteria for high-quality service learning are being met and to ensure that ongoing SLCE activities reflect best practices. We define quality programming as teaching and learning strategies that integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Students learn practical applications of their studies and develop themselves as citizens who actively contribute to their communities through service. Key Elements of Quality Service Learning are (1) Integration of academic content with community experience; (2) Reflection outcome: project, report, and/or presentation; (3) Assessment; and (4) Mutually beneficial community partnerships. We look to our pre/post test data to ensure that service learning yields: (1) Improved connection to peers and connection to faculty, (2) Greater satisfaction with educational experience, and (3) Greater civic engagement post-graduation

OCE discusses proposed courses and potential partnerships with faculty members and determines assessment criteria for student learning. We define learning goals and objectives and align curriculum with the SL goals. In an effort to improve and sustain the reciprocal nature of SL partnerships, we ask that faculty provide a course syllabus to community partners in advance of the term and invite partners to participate in class presentations or the annual symposium when possible. OCE conducts the Community Engagement Institute and annual workshops, which are designed to help faculty develop their courses, increase student success, connect with community partners to create mutually beneficial partnerships, and manage risk effectively and efficiently. We offer community partner advocacy training for our students as part of our student scholar program.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?

Yes

F.4.0

The next series of questions will ask you about Outcomes and Impacts. Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the community engagement activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the community engagement. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of community engagement. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. While it is very difficult to ascertain the exclusive impact of community engagement, it is important to consider the desired impact and the alignment of outcomes with that impact. Furthermore, institutions can and should be working toward some way of measuring impact as an institution or as a member institution of a collective impact strategy.

For each question in this section, please answer for outcomes and impacts.

The purpose of the questions is to assess the sustainability of engagement at your institution by looking at your approaches to estimating outcomes and impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Outcome and Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement in collaboration with community partners. Thus, there is potential for both expected outcomes and impacts and unintended consequences, as well as positive and negative impacts.

For each constituent group identified below we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

We require students to complete a CSUN Service-Learning Agreement Form to outline course and agency goals and objectives. OCE requests that students complete the pre-service learning survey before their service

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

experience, and afterward they follow up with a post-test learning experience. We review results of the pre/post test evaluation to gauge the quality of the student experience and take our Community Partner Project Evaluations into account in making potential adjustments for future courses. OCE collects, analyzes, and disseminates assessment data for service learning courses.

The purpose of assessment is to facilitate the highest quality educational experience for our students through the systematic collection and interpretation of student competencies at graduation, at defining points throughout the curricula (general education and major), and at entrance. We use assessment data for continuous improvement, asking questions such as: What will our students learn in our program? What are our expectations? How will they learn it? How will we know they have learned it? What will we do if they haven't learned it?

Our pre/post survey questions focus on self-assessment of professional skills, civic responsibility, values, self-awareness, community awareness, and academic skills. This academic assessment constitutes a data-driven evaluation of teaching and learning, with the purpose of guiding educational planning and problem-solving throughout the university.

One key finding is that students leave service learning courses with strong content mastery; this means that during class discussions, exams, and assignments, they were able to connect the theories explained with real experiences at their agencies. Research continuously demonstrates that student involvement in service appears to narrow opportunity and achievement gaps, with service-learning students from low-income backgrounds doing better academically than similar-SES students who do not serve. Research shows that the achievement gap closed for students who participated in two or more HIPs (NSSE).

F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts :

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications, or similar sources. Include descriptions of the methods used for faculty from all employment statuses. Mechanisms used might include but are not limited to hiring protocols, compensation policies, orientation programs, etc. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

Service Learning Faculty are asked to gather mid-semester in learning communities with OCE to talk about what they get out of service learning, challenges they face, perceived benefits to their students, ways the institution can improve their experiences, and how we can improve our relationships with community partners. The OCE Advisory Board was part of a focus group in Spring 2019 to talk about benefits, challenges, and improvements in community engaged practices.

One important benefit is OCE's system of professional development and support, including grant opportunities to grow the community of engaged faculty, students, and staff who enrich scholarship, research and creative activity, and curriculum to prepare educated and engaged students. Community Engagement offers the following grants to faculty at all levels: (1) Faculty Community Engaged Research Grant (\$2,000), (2) Faculty Dissemination/Travel Grant (\$1,000), (3) Faculty Community Based Research Grant (\$2,000), (4) Student Scholar (\$500), (5) Disciplinary Grant (\$3,000), and (6) Interdisciplinary Grant (\$6,000). These opportunities help support faculty as they begin their research agendas, travel to disseminate research findings, and grow

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

their scholarship across disciplines.

Another benefit is the way in which community-engaged classes create content knowledge, real-world application of concepts, and ideas. Faculty are able to see how their students grow and change after having experienced the engaged classroom. Faculty are also reminded that this work is part of community-engaged scholarship—that what their students are learning in the classroom is a large part of service learning pedagogy. Faculty have opportunities to publish about these experiences and contribute to community-engaged scholarship.

One challenge is that faculty face increased workload in service learning. It takes time to set up the logistics of a service learning class, to respond to individual students, and to work through unanticipated obstacles. OCE works to minimize this faculty impact by offering assistance from student scholars, who can help complete risk management paperwork and S4 database entries. We created two in-house student scholar positions to staff the S4 helpdesk and we have increased our classroom visits and pedagogical support to help allay some of the faculty workload.

OCE is also working to increase Faculty rewards for Community Engagement, consulting with departments and college personnel committees to strengthen recognition for Community Engagement toward retention, tenure, and promotion. Further, we have created a faculty survey to assess faculty outcomes and impacts of community-engaged practices, to be distributed annually.

F.4.3 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Describe how the campus has responded to community-articulated goals and objectives. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports, and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

Assessment of community partnership outcomes informs CSUN in identifying partnership success, community needs, and program improvements. For example, our Volunteer Income Tax Assistance (VITA) program provides income tax preparation assistance to individuals at lower income levels. Assessments include number of returns processed, dollar amount of refunds, and earned income tax credit returned to low-income families, and according to those criteria our VITA program shows increased results annually. However, analysis of customer demographics and documentation of unmet demand showed that local Hispanic and Latino identified communities were underrepresented among clients who received services. By partnering with a Spanish translation service learning course project, we greatly expanded VITA services to Spanish speakers in our community. Now we are expanding that program to other languages common in our region.

Another example of Community Outcomes and Impacts in action is the formation of the CSUN Valley Nonprofit Resources Center, created after six years of research and dialogue with nonprofit leaders in the San Fernando Valley and actively serving Valley nonprofits today. With a grant from the California Endowment, Valley Nonprofit Resource Center conducted a one-year feasibility study that reaffirmed the need for a resource center focused on the San Fernando Valley, identifying topics Valley nonprofit leaders would like help with, such as executive leadership transition, financial management, and volunteer recruitment. The feasibility study also

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

established desires among Valley nonprofits for peer-based learning, information accessible by internet or phone, and local training and technical assistance.

To institutionalize our community partner assessment, the Community Engagement Hub will administrate a community partner survey to campus partners in April, integrating efforts that were previously intra-divisional.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

Our most significant priority is student success. With mandates from the CSU Chancellor's Office to improve retention and graduation rates and eliminate opportunity gaps by 2025, all campus units are focused on these efforts in an initiative we call Matadors Rising.

A 2007 paper published by CSUN's former director of Institutional Research, Bettina Huber, examined high impact practices, particularly service learning, and established that equity gaps were eliminated for students who had at least two HIP experiences. With this knowledge, units across campus have increased efforts to offer and encourage such experiences, with additional resources allocated to support community service learning, undergraduate research, and internships.

In 2016, data analysis on students and internships confirmed that academic internships correlate highly with improved graduation rates and post-graduation employment. However, most of our students work to support themselves and/or their families while attending school and are unable to bear lost wages to take unpaid or lower-wage internships. President Harrison spearheaded an initiative to raise funds in support of students pursuing such internships, especially with nonprofit organizations (her initiative made her a finalist in the Booz Allen Aspen Ideas Awards). We continue to seek ways to support students in professional experiences—through campus employment, tuition grants to cover enrollment in academic internships, and/or persuading employers to pay interns to ensure a socioeconomically diverse talent pool.

F.5 Does the institution use the data from these assessment mechanisms?

Yes

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

Findings indicate unequivocally that participation in multiple high impact activities of different kinds provides greater benefit to students than participation in only one type. Insofar as academic departments already offer an array of courses encompassing high impact practices, encouraging majors to engage in different types may require small curricular changes. OCE annually examines SL courses and numbers and percentages of students

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

and faculty participating in HIPs. OCE reports data to the president, provost, and deans to promote the development and tagging of SL courses. From our assessment process we identify resources they could tap into and areas where university programs could fill gaps, fine-tune our key accomplishments, and clearly grasp our areas of growth.

Since the 2007 study, there has been an incredible increase in student success initiatives focused on HIPs. The Office of Student Success Innovations (OSSI) formed in 2016 with a mission to close the opportunity gap between historically underserved students and their more privileged peers. OSSI conducts programs to engage and empower faculty, staff, and students in collaborative work to develop innovations that increase educational equity and student success.

Student success programs involve bringing faculty together in interdisciplinary communities and providing them with course- and section-level data on gaps in rates of non-passing grades between students from historically underserved and student from historically better-served racial and ethnic backgrounds. Next, faculty are invited to consider principles of equity-mindedness. Then faculty are provided with evidence-based strategies that can be used in their classes to close gaps and increase student success, such as learning-centered syllabus design, transparent assignments and grading, growth mindset, high-impact practices, and metacognitive interventions. Finally, faculty are supported as they consider engaging in the scholarship of teaching and learning to assess and disseminate the results of their efforts. Increasing access to service-learning courses, particularly for students from historically underserved communities, supports campus efforts to achieve its Graduation Initiative 2025 goals of closing equity gaps, improving time to degree and graduation rates.

Another component of the student success initiatives is to expand undergraduate research experiences and to better assess their impact. In fall 2016, the provost established an undergraduate research working group focused on exploring options for expanding institutional capacity for undergraduate research. In 2019, the provost established the Community Engagement/Student Research Working Group to explore synergies and best fit between existing expertise within the library (including relevant library resources and programs) and planned activities within the two offices. The ultimate goal of the Working Group is to recommend a seamless and robust set of workshops and programs to support students, staff, and faculty—especially in relation to undergraduate research and community engagement.

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?

Describe how you used specific opportunities and tools for assessing community engagement on your university (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a centre for community engagement, or others; tools might be the ERA Engagement and Impact assessment data; The Voice Survey; Reptrak Survey; SAGE/Athena SWAN data as example sources.

CSUN conducted the self-study process for the IEP designation in 2017, using significant secondary data from recent university initiatives. These include, but are not limited to, accreditation self-study reports; the CSUN Innovates white paper; the Beacon economic impact report; market research conducted by CSUN University Advancement in partnership with an external firm; and university program annual reports. These studies engaged multiple community stakeholders through interviews, surveys, and focus groups. From these data, the self-study team proposed specific goals for growth and development. Campus leaders then carefully vetted the

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

proposal, and based on their determinations, the team implemented attitudinal surveys of students, faculty, and community leaders.

President Dianne F. Harrison emailed survey invitations to CSUN faculty at all levels, undergraduate students of junior and senior rank, and prominent community leaders chosen by senior administration. As these latter community stakeholders witness CSUN's collegiate network in real time, employing our students and driving regional industry, their insights are as close to an objective view of CSUN's economic impact as possible.

A total of 1,452 respondents completed the student survey, and 375 respondents from all academic colleges and the library completed the faculty survey. Among the 63 off-campus stakeholders selected, 23 responded. We used multiple modes of analysis to review our findings. While most were generally positive about wanting to engage in innovative and community-based work, some reported insufficient information about such opportunities while others cited concerns about balancing workload. A majority of community respondents reported a high level of satisfaction with CSUN as an institution and as a provider of high-quality graduates. We've disseminated these findings to faculty and administrators.

Not long after the survey's completion, we're already seeing fruits from these assessment efforts. For example, in response to the student-focused question "Have you completed a research project with a faculty member?" 50% of respondents who indicated that they had not said they were interested in doing so. We've used this finding in several new grant applications to support undergraduate community-based research. It has also inspired faculty to share best practices to encourage student participation. We established the Community Engagement/Student Research Working Group to create a robust set of workshops and programming to support students, staff, and faculty—especially in relation to undergraduate research and community engagement.

G. Faculty and Staff

G.1 Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?

Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

Most universities offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff participate in the professional development activities that are specific to community engagement.

The Office of Community Engagement creates opportunities throughout the year for faculty and student professional development. For faculty engaged in Service Learning or who are developing Community Based Research projects we have an Institute for Community Engagement in the summer, fall, and spring. Each institute generally trains 15-20 faculty members at all stages of pedagogical development in syllabus design and development, developing learning objectives and assignments, working in reciprocal partnership with community members, risk management, and assessment. Professional development workshops offered several times per semester include topics such as service-learning pedagogy, community engagement, and conference

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

presentations. Additionally, the Office of Community Engagement works with Faculty Development to create professional development experiences during New Faculty Orientation (NFO), generally serving 12-15 new faculty. The director assists faculty members, students, and community partners in developing presentations for research conferences and in assembling portfolios of community engagement activities.

Faculty Development offers workshops and professional development opportunities on project-based learning (PBL), a dynamic approach to teaching in which students explore real-world problems and challenges. As a learner-centered university, CSUN is focused on preparing students to thrive in the real world, and PBL-integrated courses are important tools in that mission. Students gain knowledge and skills by working for extended periods on projects designed to investigate and respond to complex questions, problems, or challenges, inspiring students to cultivate a deeper knowledge of issues and topics critical to their community. The PBL workshop primes instructors to generate ideas that foster classroom learning cultures that shift responsibility to self-regulated learners who will engage with real-world project-based activities that promote deep learning. The workshop also provides operational ideas for encouraging student autonomy and choice, authentic learning tasks, and the creation of “public products.”

G.2 In the context of your institution’s engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes
G.2 Facilitation of partnerships	Yes	Yes	Yes	Yes
G.2 Student teaching assistants	Yes	Yes	Yes	Yes
G.2 Planning/design stipends	Yes	Yes	Yes	Yes
G.2 Support for student transportation	Yes	Yes	Yes	Yes
G.2 Eligibility for institutional awards	Yes	Yes	Yes	Yes
G.2 Inclusion of community engagement in evaluation criteria	Yes	Yes	Yes	Yes
G.2 Program grants	Yes	Yes	Yes	
G.2 Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
G.2 Research, conference, or travel support	Yes	Yes	Yes	Yes
Other				

G.2.1 If Yes to “Other”: Please describe other support or services:

-- empty or did not respond --

G.3 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement?

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Yes

G.3.1 Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

All CSUN's employment opportunities and position announcements include the following statement: "CSUN's Commitment to You: CSUN is committed to achieving excellence through teaching, scholarship, learning, and inclusion. Our values include a respect for all people, building partnerships with the community, and the encouragement of innovation, experimentation, and creativity."

This statement is included in all position announcements. Position announcements are developed for each position, with departments and units identifying important hiring criteria, which frequently include expectations or opportunities around community engagement. Relevant excerpts from a few recent specific examples include:

Director of the Institute of Sustainability

The Director will collaboratively establish and implement campus and IS priorities to move CSUN and its community forward towards a more sustainable future. Given the robust and broad goals of the IS, the Director must be a leader with broad and deep experience dealing with diverse stakeholders, including students, staff, faculty, administrators, other campuses, government officials and agencies, school districts, and peers at the national level. The Director shall foster widespread student and faculty engagement in, nurture broader community relationships with, and enhance the scholarly activities and funding of the Institute.

American Indian Studies: Director and Tenure Track

In addition, the Director for AIS works closely with other faculty members, American Indian students, and community members toward building links between CSUN and the American Indian community in Los Angeles County.

Criminology and Justice Studies

Experience in building ties to community, developing and supervising internships, and/or securing external grants is highly desired.

Marketing: Tenure Track

Candidates must demonstrate capability for teaching excellence of undergraduate and MBA students in an environment that emphasizes applied and experiential learning.

Theatre: Tenure Track in Theatre History

Contribute to both their chosen disciplines and the University's commitments to general education, teacher preparation, K-12 partnerships, and community outreach.

Theatre: Tenure Track in Acting

Contribute to both their chosen disciplines and the University's commitments to general education, teacher preparation, K-12 partnerships, and community outreach.

Elementary Education: Tenure Track

Teach elementary education courses in credential (e.g., bilingual methodology and English Language Development methodology courses) and MA programs (e.g., multilingual and multicultural courses); collaborate in field-based university/K-12 partnership programs; Develop and/or participate in grant projects that support

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

innovation in curriculum and pedagogy in urban schools and teacher education. Collaborate with faculty in the liberal arts and sciences to...and innovative field-based programs.

Civil Engineering and Construction: Tenure Track

CSUN is a Learning Centered University. The successful candidate will be expected to join faculty and staff in a commitment to active learning...

G.4 Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

Yes

G.4.1 Use this space to describe the context for policies rewarding community-engaged scholarly work:

“Academic scholarly work that uses community-engaged approaches and methods” refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of staff roles.

Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes.

Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Universities often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship. In response to this question, if appropriate, describe the context for these policies; e.g., that the university went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement. .

All faculty personnel actions are guided by the collective bargaining agreement (CBA), negotiated between the California Faculty Association (CFA) and the CSU. All faculty, including tenure track (TT) and non-tenure track (NTT, a.k.a. lecturer) faculty across the 23 campuses are commonly represented by CFA.

At CSUN, the University-level policies for academic personnel, including retention, tenure, and promotion (RTP), are created through shared governance, with oversight to a standing committee of the faculty senate, the Personnel Planning & Review Committee (PPR). Any changes to these policies, other than those required to be compliant with contract changes, must be approved through a lengthy shared governance process through PPR and the Faculty Senate; the President has final approval. TT and NTT faculty have different requirements. The CBA strictly limits the responsibility of NTT faculty to teaching, unless they are otherwise contractually assigned. University policy charges the Department with establishing the criteria for evaluation and RTP, and serves as a minimum threshold of the expectations of the TT and NTT faculty; e.g., “It is the responsibility of the departments to define those professional activities that constitute significant scholarly or creative contributions to their specific fields of study.”

All faculty are eligible for “Exceptional Service to Students Awards,” which provide assigned time to recognize

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

extraordinary service to students in addition to the work beyond the normal workload. CSUN's procedures include that the award may be granted for "... the development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success; service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty..." among other service.

In all cases, community-engaged work is positively considered in the review process. In every department on campus, scholarship related to community-engaged work in the discipline can satisfy requirements for RTP in scholarship, teaching, and/or service.

The current University policy also includes this criterion for all TT faculty:

"630. Contributions to the University and Community. 1. Quality of the Contribution: The quality of the contribution is more important than the level at which it is made. 2. Definitions of Contributions: Contributions to the University and community refer to those contributions normally expected from all members of the faculty. Such contributions include active membership on committees at the Department, College, or University level, student advisement, and such other responsibilities, including community service, undertaken to advance the goals of the University.

Positive recognition shall be given to those faculty who help the University serve students and community members from underrepresented groups. Positive recognition shall also be given to those faculty who make significant contributions in advancing University programs dealing with teacher education and/or internationalizing education."

As will be discussed below, some colleges and departments have more specific criteria about engagement with the community. Over the past five years, OCE has been working with Departments and Colleges to provide support, examples, and encouragement to recognize community-engaged work in their personnel processes.

G.5 Is community engagement rewarded as one form of teaching and learning? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.5.1 Please cite text from the faculty handbook (or similar policy document):

Service learning is a valued pedagogy in the RTP process. Through community engagement, community and university knowledge and resources are brought together in and out of the classroom, on and off campus 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. As notated in Section 600, teaching effectiveness is a primary criterion and class visits to determine teaching effectiveness may include service learning.

SECTION 600

(1) Criteria for retention, tenure, and promotion. Teaching effectiveness (as well as effectiveness in librarianship or counseling when relevant) is a primary criterion for California State University, Northridge 26 Sections 610 - 619 reappointment and tenure as well as promotion to any rank. (2) Procedures for evaluating teaching

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

effectiveness. (a) Class visits, not excluding online, distance learning, service-learning, and laboratory classes, shall be made at least once each academic year on all probationary faculty and faculty under consideration for promotion. Class visits shall be conducted early enough in the academic year for use during the annual personnel cycle.

632.3 Teaching Effectiveness and Direct Instructional Contributions; Effectiveness in Librarianship; Effectiveness in Counseling.

Teaching effectiveness refers to the instructor's success in providing learning experiences well designed to achieve the educational objectives of classroom instruction, student laboratories, and individual student projects, research, and field work. Evaluation of teaching effectiveness is based upon procedures established by the Department.

G.6 Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.6.1 Please cite text from the faculty handbook (or similar policy document):

Defining Significant Scholarly and Creative Contributions. It is the responsibility of the departments to define those professional activities that constitute significant scholarly or creative contributions to their specific fields of study

The college level RTP documents do not specify or define Scholarly and Creative Contributions. There are several departmental policies that specifically reward community-engaged research.

For example, Jewish Studies policies state that the department recognizes, "work that makes substantive contributions to the field but does not always align with the category of refereed publications. This work, when peer-reviewed under the process described below in 2a, counts equally with publications (category 1 above). Contributions in this category may include successful national or other prestigious grant proposals; widely disseminated conference proceedings, reports, or instructional materials; and public scholarship (work that is used by the community or agencies serving the community). In keeping with the University's and College's mission to develop relationships with the broader community, the Personnel Committee for the Jewish Studies Interdisciplinary Program recognizes public scholarship including, but not limited to, documentaries, exhibits, educational publications, and consultative reports to government bodies or other agencies about Jews and Jewish communities."

2a. Procedures for Evaluating Other Academic Work, Public Scholarship, and Community-Based Research Projects

The evaluation of each of these contributions will include independent external reviews by two individuals with recognized expertise in the area of study. Each reviewer will be external to CSUN and will provide a brief written evaluation that assesses the quality and significance of the work.

3. Other Contributions to the Field of Study: The Jewish Studies Interdisciplinary Program values other scholarly contributions and activities. Examples of such contributions include the following:

a. Interviews of the candidate for the purpose of community education by radio and television programs.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

- b. Service as an editor of a book series or as an editorial board member of an academic journal.
- c. Review of manuscripts being considered for publication by an academic journal or publishing house.
- d. Organizing a Jewish Studies-related conference.
- e. Presentations at academic conferences and community forums.
- f. Invited talks or invited trainings at conferences, forums, workshops, seminars, or colloquia.
- g. Book reviews or other articles in academic journals, newspapers, and magazines.

G.7 Is community engagement rewarded as one form of service? Include faculty from any employment status if there are policies that apply to these appointments.

Yes

G.7.1 Please cite text from the faculty handbook (or similar policy document):

All colleges and departments follow the following criterion from Section 600 in Contributions to the University and Community.

“630. Contributions to the University and Community. 1. Quality of the Contribution: The quality of the contribution is more important than the level at which it is made. 2. Definitions of Contributions: Contributions to the University and community refer to those contributions normally expected from all members of the faculty. Such contributions include active membership on committees at the Department, College, or University level, student advisement, and such other responsibilities, including community service, undertaken to advance the goals of the University.

Positive recognition shall be given to those faculty who help the University serve students and community members from underrepresented groups. Positive recognition shall also be given to those faculty who make significant contributions in advancing University programs dealing with teacher education and/or internationalizing education. As part of their personnel procedures, Departments may, in addition, specify the types of contributions which advance their efforts in these areas.”

The Advisory Board, College and Department Personnel committees are actively working to improve RTP policies to reflect the institutional commitment to developing a reward system to further support the culture of an Engaged Campus.

G.8 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Are there policies for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations?

Yes

G.8.1 List the colleges/schools and/or departments.

All 60 departments and 9 colleges reward Community Engagement within Section 600, “Contributions to the

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

University and Community.” The following departments and programs in the listed colleges reflect community engagement as a priority above and beyond the Section 600 commitment in areas like Teaching and Learning, Scholarship, and/or additional language to the Service section.

Mike Curb College of Arts, Media, and Communication

- Theatre
- Communication Studies

David Nazarian College of Business and Economics

- Business Law
- Marketing
- Finance, Financial Planning, and Insurance

Michael D. Eisner College of Education

- Deaf Studies

College of Engineering and Computer Science

- Electrical and Computer Engineering
- Mechanical Engineering

College of Health and Human Development

- Child and Adolescent Development
- Family and Consumer Sciences
- Kinesiology
- Health Sciences
- Recreation and Tourism Management
- Nursing
- Environmental and Occupational Health

College of Humanities

- Asian American Studies
- Modern and Classical Languages and Literatures
- Chicana and Chicano Studies
- Gender and Women’s Studies
- Liberal Studies
- Central American Studies
- Jewish Studies

College of Science and Mathematics

- Biology
- Mathematics
- Chemistry/Biochemistry

College of Social and Behavioral Sciences

- Africana Studies
- Psychology
- Political Science
- Geography
- Urban Studies and Planning

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

- Sociology
- Social Work
- Anthropology

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?

100% of departments and colleges are held to requirements in Section 600 on Contributions to the University and Community. Out of 60 departments on CSUN's campus, 55% (33) reward community-engaged scholarship in their tenure and promotion policies above and beyond the University's Section 600 language on Contributions to the University and Community.

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example:

1.) The Kinesiology Department recognizes Community Engagement in 3.1.1.: Indicators for Evaluating Teaching Effectiveness: "Other indicators may be used by the candidate to document teaching effectiveness. These indicators include, but are not limited to, the following:

- Direct supervision of internships, fieldwork, and service-learning
- New course/curriculum/program development"

Further, they recognize Community Engagement in 3.2 Procedures for Evaluating Contributions to the Field of Study as they value the application and integration of scholarship. The policy states, "The Department values and recognizes various forms of scholarship, including the scholarships of discovery, integration, application, and teaching."

2.) The Psychology Department recognizes Community Engagement in Evidence of Teaching Effectiveness, Contributions to the Field of Study, and in Contributions to the University and Community.

Evidence of Teaching Effectiveness: "Evidence of teaching effectiveness may also include evidence of the mentoring of students: for example, supervising master's theses, engaging students in research, holding tutorials, mentoring students into service learning opportunities, and in facilitating placements of students in post-baccalaureate programs."

Contributions to the University and Community: "Contributing to the University is evident through active participation at departmental faculty and committee meetings, college and university-wide committees and governance, and evidence of commitment to students including sponsoring student clubs, advising, supervising graduate research, organizing field trips and service learning opportunities for students.

"Contributing to the community is evident through community lectures, with community-based organizations, media contributions (e.g., television, film, editorials), and others. Professional work that integrates community service with research and teaching, especially with students, should be described fully, emphasizing the benefits that each constituency gains from participation. This list is not meant to be exhaustive, but rather exemplifies the department standards for an 'engaged professor of psychology.' Not all activities listed are required."

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

G.9 Is there 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?

Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:

After meeting with the provost, who supports this initiative, the Advisory Board for the Office of Community Engagement has begun to work with faculty, department chairs, deans, and the administration to suggest RTP language changes across the University. We recognize that this is a ground-up opportunity to discuss community engagement with faculty in all departments for tenured/tenure track faculty members. This important integration process will take time, with careful input and attention to faculty governance and our collective bargaining agreement. The provost is bound to the document agreed upon by the faculty committee (ultimately approved by Faculty Senate). As departments largely determine RTP criteria, we are working diligently with departments and colleges to help them devise language privileging and recognizing community-engaged practices.

The Advisory Board has crafted an RTP policy document for circulation and consideration across the University. We have had meetings with College Personnel Committees and because of these efforts, the Mike Curb College of Arts, Media, and Communication sent a ballot to its faculty, who ultimately voted to make the proposed language changes to reflect community engagement in Teaching Effectiveness.

The document also recommended that departments consider adding community-engaged scholarship language in their RTP policies. We will continue to meet with faculty members in departments across campus to strengthen RTP policies to explicitly reflect oft-heard indications that personnel committees across campus already unofficially credit community engagement on reviewing files. Solidifying community engagement in the official criteria will ensure that faculty are credited with this work while also encouraging new faculty to engage with CE with the assurance that their efforts will be recognized.

G.9.1.1

At this point, applicants are urged to review the responses to Foundational Indicators and Institutional Commitment sections above and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If it is determined that the evidence of institutionalization is marginal, applicants are encouraged to continue with the process to help with self-study and assessment to guide deeper institutional engagement. If a campus submits an application and is not successful in achieving the classification, their participation in the process will not be made public by the Foundation and they will be offered the opportunity to receive individualized feedback on their application in the spring of 2020 to assist them in advancing their community engagement work toward a successful application in the 2025 classification cycle.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

III. Categories of Community Engagement

A. Curricular Engagement

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

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

A.1 Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

Yes

A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

The Community Service (CS) designation is indicated on course proposals reviewed by departmental, college, and university curriculum committees. The Educational Policy Committee (EPC) or Graduate Studies Committee (GSC), as appropriate, reviews the course proposal against the following standard.

- Integrate course theory/concepts with service in the community that directly addresses community needs (i.e., a situation where theory/concepts can be tested in practice, or a situation where community needs demand innovative solutions).
- The course is academically rigorous, as determined by Department and College curriculum committees, and appropriate for the students' academic preparation and course content.
- Students are evaluated according to their ability to integrate course material and the community service experience, not just for completing the course and its service component.
- The course is arranged in partnership with an approved community-based organization.
- The experience provides the community partner(s) with useful service (i.e., tutoring, enrichment lessons, health education, research, report writing) as distinct from mere observation.
- The community service component fulfills at least 15%, but not more than 30%, of the student's requirements for the course. In a three-unit course, this translates to a minimum of 20 and a maximum of 40 hours. Preparation time may be included in the calculations, with justification.
- Participation in the service component is mandatory.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

- A reflective component which ensures that students analyze their community service experiences and can synthesize them with their academic studies.
- The coursework is assessed by students, faculty, community-based organization liaisons or supervisors, and the Office of Community Engagement.
- The partnership does not represent a conflict of interest to the faculty or students participating in the service experience.
- It is recommended that readings for the course include materials that provide an introduction to the San Fernando Valley community, to community service, and to nonprofit organizations.

This grants CS status at the catalog level. The process typically takes one year to complete. These courses are then tagged and marked as CS within the university catalog.

Service Learning designation for specified course section(s) are initiated by the professors of record, who submit requests to OCE detailing class structure, community partners, and compliance with service learning criteria. Requests are evaluated in the Office of Community Engagement, which then works with college course schedule coordinators to designate approved courses with the Community Service Learning Initiative(CSLI) flag in the Schedule of Classes. Service learning requirements and hours are noted in the schedule's course description. Faculty verify CSLI course identifications for each section being taught with an SL component, and OCE ensures accuracy through these protocols.

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?

196

A.1.2 What percentage of total courses offered at the institution?

2

A.1.3 Is community engagement noted on student transcripts?

No

A.1.3.1 Describe how community engagement is noted on student transcripts:

Some CS/SL/CE courses are designated on the transcript, and the Admissions and Records director is exploring ways to transcript service learning hours within SL sections.

CSUN's Office of Community Engagement, in collaboration with Student Affairs, has proposed three digital badges to recognize students who complete specific guidelines. The proposal will be presented at cabinet for approval this April and will be developed in conjunction with the Digital hub in Summer 2019.

A.1.4 How many departments are represented by those courses?

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

51

A.1.5 What percentage of total departments at the institution?

57

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?

103

A.1.7 What percentage are these of the total faculty at the institution?

39

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?

55

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?

39

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?

7

A.1.9 How many students participated in community-engaged courses in the most recent academic year?

4316

A.1.10 What percentage of students at the institution?

10

A.1.11 Describe how data provided in questions 2-10 above are gathered, by whom, with what

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

frequency, and to what end:

The Office of Community Engagement collects and collates Service Learning data in the CSU S4 database. This web-based system centralizes data detailing student academic placements throughout the region and community engagement activities, making this information accessible for purposes of real-time tracking as well as for historical analysis to better understand impacts of these High Impact Practices on student success, graduation, and retention rates. Information is cross-checked with the Office of Institutional Research.

The S4 Pre/Post service learning experience data is used by the Office of Community Engagement to improve service-learning courses or programs, create new service learning courses, and market service learning experiences to campus and community partners. The Pre- and Post-Service Learning Evaluations are designed to measure students' inclination and participation in service learning classes and students' likelihood of continued proactive participation as engaged community members. Evaluations also improve and enhance the service learning experience for future CSUN students, with several internship courses being piloted in the S4 database.

The Community Engagement Digital Hub database and infrastructure will support data mining and analytics across the University to include community engagement experiences beyond service learning. The hub will offer enriched visual representations of CSUN outreach, impact, and activities via maps and infographics. Subject matter experts will oversee the project with an interdisciplinary planning group of technicians and stakeholders to ensure product viability and integrity.

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

Yes

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.

Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

GE Student Learning Outcomes

The following student learning outcomes reflect the mission of the University to "help students develop academic competencies, professional skills, critical and creative abilities, and ethical values of learned persons who live in a democratic society. . . ." As an engaged university, we recognize that these learning goals are promoted and enhanced in formal and informal community partnerships.

The General Education program ensures that every CSUN undergraduate engages in each of these fundamental learning goals. Of nine learning goals, three (social sciences; lifelong learning; comparative cultural studies/gender, race, class, ethnicity studies and foreign languages) specify imperatives that reflect an engaged campus dedicated to curricular engagement with community.

7. Social Sciences

Students will understand the complexities of social relations and human experiences and the ways in which they have changed over time, as well as the nature, scope, and the systematic study of human behaviors and societies.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Student Learning Outcomes

Demonstrate an understanding of how social problems impact individuals, communities, and societies.

8. Lifelong Learning

Students will develop cognitive, physical, and affective skills which will allow them to become more integrated and well-rounded individuals within various physical, social, cultural, and technological environments and communities.

Student Learning Outcomes:

1. Identify and actively engage in behaviors conducive to individual health, well-being, or development, and understand the value of maintaining these behaviors throughout their lifespan;
2. Identify and apply strategies leading to health, well-being, or development for community members of diverse populations;
3. Apply the knowledge and skills of science and technology and evaluate how they impact individuals, the community, and/or society.

9. Comparative Cultural Studies/Gender, Race, Class, Ethnicity Studies and Foreign Languages

Goal: Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities, and languages with special focus on the contributions, differences, and global perspectives of diverse cultures and societies.

Student Learning Outcomes

1. Describe and compare different cultures;
2. Explain how various cultures contribute to the development of our multicultural world;
3. Describe and explain how race, ethnicity, class, gender, religion, sexuality, and other markers of social identity impact life experiences and social relations;
4. Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance, or stereotyping on all sectors of society;

University Fundamental Learning Competencies

Fundamental Learning Competencies are the skills, knowledge, and abilities that every student can expect to achieve through their college experience via learning opportunities in their major academic programs, breadth and connections made through their general education choices, and engagement in co-curricular learning experiences. Our community-engaged learning competency is Personal and Social Responsibility.

- **Personal and Social Responsibility:** CSUN graduates are actively engaged in diverse local and global communities, have multi-cultural knowledge, and use ethical principles in reasoning and action when solving real-world challenges.

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Graduation Initiative 2025 is the California State University's ambitious drive to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. Through this initiative the CSU promotes opportunities for students to graduate in a timely manner according to their personal goals, aiming to reduce educational costs and debt for students while producing the graduates needed to power California and the nation.

Matadors Rising is a broad student success campaign connecting students to a wide variety of campus resources to support their educational journey at CSUN, including community engagement as a high impact practice. The initiative highlights data-informed decision making through expanded data capabilities and leveraging existing analytic tools.

One component of Matadors Rising, the Data Champions Program, brings together key faculty to facilitate data-informed decision making toward improved graduation rates and elimination of opportunity gaps. Data Champion faculty identify potential predictors and barriers indicating student success, collaborating on development of data-informed programs and initiatives to drive success while training their colleagues to use existing and newly developed data tools. As we place greater emphasis on graduation rates, retention, and closing opportunity gaps, high impact practices like service learning, community engagement, undergraduate research, internships, and capstone engaged experiences are becoming more defined as scaffolded experiences.

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:

Because requirements for degree completion differ across majors, we assess student learning at various points throughout their programs, in part to ensure that assessment of student learning outcomes does not hinder degree completion. While some departments assess student learning on entering CSUN, others will assess students nearest completion of their degree requirements and graduation. Faculty and staff are involved in the development of assessment tools, scoring rubrics, tests, assignments, and collaborative review of student work. Participating faculty are supported through faculty development and incentives as appropriate. The integrity of the assessment process is maintained at all levels, ensuring the confidentiality of all participants.

Assessment results are aggregated: Student learning outcomes assessment results are reported in aggregate form because the results represent each individual Department and not individual students or faculty. In addition, assessment results are shared with University assessment officials, the Dean's office, faculty, staff, students, and the larger CSUN community.

Assessment results are to be used to improve student learning: The assessment results are regularly and systematically considered by the faculty, staff, and administrators in order to take action to improve student learning.

The assessment process is reviewed periodically: Assessment tools (tasks and scoring rubrics) and the process are reviewed to improve the process validity, efficiency, and effectiveness.

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?

Yes

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

American Indian Studies

Demonstrate a commitment through effective community service to work cooperatively with indigenous peoples.

Asian American Studies

Students will demonstrate an applied knowledge and practical application of their acquired skills through student and community work, in the process, learning the value and importance of community service.

Athletic Training

Ability to serve as a change agent for the promotion of positive lifestyle choices for learners in urban settings.

Chicana/o Studies

Acquire the leadership skills to promote social change in Chicana/o communities and broader society.

Child and Adolescent Development

Articulate and participate in the importance of developing professionalism including the areas of career exploration, ethical issues of direct services to youth, and service learning in the community.

Clinical Psychology

Adopt values that build community at local, national and global levels.

Communication Studies

Develop communication strategies for civic engagement.

Deaf Studies

Describe communication between hearing people and Deaf people that is vital to society.

Reflect critically on one's abilities to interact with Deaf individuals socially and professionally, and evaluate the level of integration achieved.

Electrical Engineering

Prepares students for lifelong careers in a field that will allow them to make productive contributions to society and find personal satisfaction in their work.

Family and Consumer Sciences

Demonstrate and apply knowledge from their program of study to current and future issues of well-being for individuals, families and global communities.

Health Services

An ability to integrate classroom knowledge and skills and to be able to bridge the gap to the professional practice of health administration.

Geographical and Environmental Studies

Demonstrate productive civic and global citizenship; awareness of and respect for human diversity.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Kinesiology

Apply an integrated kinesiological approach to encourage the adoption of healthy and physically active lifestyles, across diverse populations.

Modern and Classical Languages (Spanish)

Establish a solid foundation for lifelong learning, service and participation in the Hispanic, Latino and global communities.

Nursing

Demonstrate leadership skills in providing safe, quality, patient-centered care to individuals, families, groups, communities and populations.

Serve as a patient advocate locally, nationally and globally.

Physical Therapy

Provide quality therapy services meeting the healthcare needs of patient/clients and society.

Psychology

Adopt values that build community at local, national and global levels.

Public Administration

Acquire the foundation knowledge needed to understand the distinctive character and responsibilities of public sector administration in a democratic society.

Recreation and Tourism Management

Apply knowledge of the economic, environmental, cultural and social impacts of hospitality, tourism and/or recreation experience to real-world settings or problems.

Secondary Education

Leadership by influencing policy and practice in educational communities through advocacy and example.

Social Work

Demonstrate the five practice components of social work through the ongoing and interactive process of engaging, assessing, treatment planning, intervening and evaluating their work with individuals, families, groups and communities.

Special Education

Serve as an advocate for students with disabilities and their families.

Theatre

Create and design interdisciplinary applied theatre projects, incorporating audience analysis, dramaturgy and community engagement.

Urban Studies and Planning

Demonstrate the ability to work with diverse communities to advance social justice.

A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Yes

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

CSUN faculty, staff, and administrators formed the Academic Assessment Liaison Committee to ensure consistency and quality of assessment processes across the university and to ensure best practices in community engagement. University Assessment has three major goals: (1) to ensure that faculty are engaged in the continuous assessment of student learning, (2) to build a culture of evidence, and (3) to utilize evidence to build high quality programs for student learning. Each department assesses a different Learning Outcome each academic year.

For instance, in the College of Health and Human Development (HHD), the Department of Kinesiology focused on assessing HHD SLO 2: "Students will actively engage in diverse local and global communities, demonstrating knowledge and awareness of multi-cultural differences and disparities of the health and well-being of individuals and families."

They assessed Cultural Awareness:

2.1 Recognizes and acts upon cultural factors that affect health and well-being of others.

2.2 Demonstrates ability to interact effectively with people of different cultures.

The internship course was identified as the course for assessing HHD SLO2 in the Spring 2018 Comprehensive Assessment Plan.

Cultural competence is an important aspect when working with the public, which is a large part of their discipline. It was also identified as a topic of interest by students at the first internship meeting. A two-part online assignment was created for the second meeting. The assignment consisted of having students (1) watch "Unpacking and Transforming Biases" a Tedx video, (2) complete one Harvard Implicit Bias test, and (3) create a video reflection or paper in response to the following prompt:

- Identify which bias test you completed. Did the result surprise you? Knowing the result, can you relate that to your actions or non-action in different situations?
- How do you believe an individual might go about addressing their own personal biases?
- In the future, when you have graduated, how will this knowledge assist you?

A rubric was created to assess the responses of 153 students on their cultural awareness and attitudes and recognition of personal bias. Cultural awareness: 130 (84.9%) were aware, while 23 (14.1%) were lacking awareness. Recognition of bias: 143 (93.5%) were aware, while 10 (6.5%) were lacking awareness.

The majority of students recognized that a) they have implicit bias and b) that this bias can influence interactions with other people. Approximately 60% of students expressed some surprise at the results of the implicit bias test. Nearly 85% of the students were reflective of how their attitudes and beliefs are different from those of other cultures and communities, acknowledging the diverse cultures that form our landscape. A great majority (81%) expressed interest in learning about other cultures. Students in the internship course demonstrated cultural competence as outlined by HHD SLO 2.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

for students' curricular engagement with community are used:

Assessment results are aggregated: Student learning outcomes assessment results are reported in aggregate form because the results represent each individual Department and not individual students or faculty. In addition, assessment results are shared with University assessment officials, the Dean's office, faculty, staff, students and the larger CSUN community.

Assessment results are to be used to improve student learning: The assessment results are regularly and systematically considered by the faculty, staff, and administrators in order to take action to improve student learning.

The assessment process is reviewed periodically: Assessment tools (tasks and scoring rubrics) and the process are reviewed to improve the process validity, efficiency, and effectiveness.

Learning opportunities are designed to allow students to gain expertise in the desired overt student learning outcomes and, ultimately, the covert goals. In the context of program assessment, assessment data indicates how well the population is achieving the program's goals. Program assessment occurs in phases through the actions of participants in the assessment process. Participants "develop explicit statements of what students should learn (student learning outcomes), verify that the program is designed to foster this learning (alignment), collect empirical data that indicate student attainment (assessment), [and] use these data to improve student learning (closing the loop)." Improvement of student learning requires looking forward and strategic planning, often through planning new initiatives.

The Office of Community Engagement, with the Advisory board, is currently revising SLOs for redistribution across campus. These updated SLOs will be integrated into our revised policy for CS course designation. Our CS policy for SL courses will be reviewed by EPC in April 2019. Service learning courses must demonstrate a clear linkage between the planned service activities and the course learning outcomes.

A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

Curriculum	Selected	Description
Student Research	Yes	<p>The Office of Community Engagement hosts an annual Research and Service Symposium to recognize the exemplary work and outstanding achievements of our students, faculty, and community partners.</p> <p>The Humanities Research Lab in Sierra Hall 194 is a space for students and faculty to collaborate on research that makes a contribution to scholarship in the Humanities. Its mission is especially to engage undergraduate students in research activities beyond the work they do for class assignments. Most faculty-student research projects interact with off-campus communities as collaborators and/or as a focus of their research.</p> <p>CSUN received a \$22 million BUILD grant, funded by the National Institutes of Health, in</p>

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

		2014. The BUILD PODER (Promoting Opportunities for Diversity in Education and Research) program has enabled the university to enhance and sustain an energized and productive research environment built over the last decade, particularly around biomedical disciplines. BUILD PODER has developed a series of experiences and materials steeped in critical race theory for undergraduate biomedical research and has trained hundreds of students and over 100 faculty over its five-year history. CSUN hired a cluster of interdisciplinary faculty in health sciences and psychology to work together with postdoctoral students and staff, with a focus on enabling ethical community-university partnerships rooted in social justice and health equity.
Student Leadership	Yes	<p>Housed in the Office of Community Engagement, the SL Student Scholars Program cultivates civic responsibility by enlisting outstanding scholars to lead service-learning student cohorts and assist their course professor. Student Scholars are selected by course professors according to criteria such as leadership potential, interest in civic engagement, and strong research and organizational skills. These students further develop their professional and leadership abilities while gaining community-based research and project coordination skills, and in recognition of their additional responsibilities they receive scholarship grants.</p> <p>A partnership comprising the Institute of Community Health and Wellbeing, CSUN Farmer's Market, Valley Care Community Consortium, Northridge Hospital Diabetes RX Program, and LAUSD Schools created a program for student community educators, who are trained to provide nutrition education at field locations including farmer's markets, campus dining halls, workshops, guided walking tours, grocery store tours, schools, and hospitals. Student community educators may also create and present handouts, flyers, food demos, and PowerPoint presentations.</p>
Internships, Co-ops, Career exploration	Yes	CSUN encourages students to participate in meaningful community internships related to their course of study. Effective internship plans are designed in collaboration with community partners to enhance fieldwork experiences and ensure mutually beneficial relationships.
Study Abroad	No	
Alternative Break tied to a course	No	

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	Yes	<p>Educational Administration MA, Higher Education Leadership MA</p> <ul style="list-style-type: none"> • Promotes the success of all students by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by the school community. • Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. • Promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. • Promotes the success of all students by understanding, responding to, and influencing

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

		the larger political, social, economic, legal, and cultural context.
Core Courses	No	
Capstone (Senior-level project)	Yes	<p>BUILD PODER seniors in the K-12 STEM Outreach capstone course give back to the community by evoking science in youth. In 2017-2018, 50 seniors served Nueva Esperanza Charter Academy, a middle school in San Fernando, teaching science lessons as well as basic critical race theory concepts. Once each semester, BUILD PODER hosts these middle school students at CSUN during Youth Empowerment Day, inspiring them to pursue a scientific college education.</p> <p>The Communication for Youth capstone is a community outreach, service-learning course that enables graduate and undergraduate students to offer public speaking training to students in grades 5 through 12.</p>
First-Year Sequence	Yes	OCE's strategic plan prioritizes lower-division Service Learning Practice to complement CSUN's Student Success Initiatives focused on student retention and engagement using high impact practices. OCE supports faculty integrating SL into their lower-division classes. One OCE grant funded University 100 to integrate Service Learning into curriculum. This pilot study asks the question: How might service learning in lower-division courses impact student retention and cultivate a sense of belonging?
General Education	No	
In the Majors	No	
In the Minors	Yes	<p>The Civic and Community Engagement (CCE) Minor is designed for students who wish to apply their CSUN learning toward making positive changes in their communities and the world. The minor helps students to integrate their academic and professional interests and skills with their desire to create healthy, humane, successful, and sustainable communities. Through specialized CSUN coursework and strategic collaborations with community partners, students emerge as informed and active members and leaders in society.</p> <p>Completion of the Civic and Community Engagement minor requires at least two significant experiences with community service, fieldwork, and/or internships with nonprofit or government organizations, contributing to students' professional development and collaborative skills while helping them make important contacts in their chosen fields.</p> <p>Students who complete the CCE Minor:</p> <ol style="list-style-type: none"> 1. Collaborate with community organizations in a respectful and responsible manner. 2. Clearly express the missions and priorities of the organizations they serve. 3. Locate resources and take effective action for community service projects. 4. Reflect on what they learn personally and professionally from their community service. 5. Apply the concepts, vocabulary, and skills acquired in their CSUN courses to their community service experiences. 6. Analyze the dynamic relationships among individuals, communities, and organizations, including the social, economic, and environmental influences on them.

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	<p>Social Impact DesignHub is a campus-based cooperative course/studio where design students work individually and as teams to conceptualize and execute visual communication campaigns for nonprofit clients from the Los Angeles community. Students expand their comprehension of design problem solving for cause-oriented clients and audiences while exploring various roles as professional designers executing socially minded work.</p> <p>SS12 Code for a Cause is a weekend-long programming competition where teams of students work with professionals to develop software applications for persons with disabilities. Competition starts at the campus level, and the winner advances to a statewide competition. Teams from CSUN have won first place at several recent state-level competitions.</p>
Community service projects - outside of the campus	Yes	<p>Re/Connecting People with Parks provides free expert-guided outdoor activities for interested community members, fostering environmental connection especially among underserved populations who may face barriers to engaging in outdoor activities (e.g., insufficient information about accessible protected areas, lack of transportation). Re/Connecting People with Parks, which offers "Paddle Safe and Leadership" classes at CSUN's Aquatic Center at Castaic Lake State Recreation Area, has connected with the groups Outdoor Afro and Southern California Black Outdoor Adventurers, nonprofits that engage African-American participants in outdoor activities.</p>
Community service projects - within the campus	Yes	<p>CSUN's student-run volunteer program, Unified We Serve, hosts its annual Matador Day of Service and partners with the community to preserve the beauty of the campus and the Northridge area. Attendees also participate in gardening projects, such as gathering oranges in the Orange Grove and planting in CSUN's educational garden.</p> <p>A.S. Sustainability and Recycling develops, supports, and partners in sustainability projects such as the award-winning Sustainable Office Program, Green Events Consulting, and outreach. These programs provide students with organizational and leadership roles while providing community partners with consultation and advocacy.</p>
Alternative break - domestic	No	
Alternative break -	No	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

international		
Student leadership	Yes	The SL Student Scholars Program cultivates civic responsibility by enlisting outstanding scholars to lead service-learning student cohorts and assist their course professor. Student Scholars develop their professional and leadership abilities while gaining community-based research and project coordination skills.
Student internships	Yes	The Career Center's internship program is a resource for employers who wish to develop or list new internship opportunities or other experiential learning programs. Internships feature intentional learning goals including community partner advocacy.
Work-study placements	No	
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	Tseng College annually runs a program in partnership with International Business School (IBS) in Brazil. During this professional development program, CSUN hosts about 60-90 international students from Brazil and Latin America for seminars and company visits to local industries.
Living-learning communities/residence hall/floor	No	
Student teaching assistants	No	
Athletics	Yes	CSUN Athletics and CSUN's Marilyn Magaram Center for Food Science, Nutrition and Dietetics in the College of Health and Human Development have partnered to create and grow mutually beneficial nutrition and wellness programming. The partnership includes nutrition education, mindfulness training, an internship exchange, research opportunities and community outreach to underserved Los Angeles communities.
Greek Life	Yes	CSUN's Greek community demonstrates deep commitment to service and philanthropy, with fraternity and sorority chapters contributing hands-on work to local organizations and leading fundraising efforts for national and local charities.
Other (please specify)	No	

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?

Yes

B.2.1 Please describe the system used and how it is used.

Some CS/SL/CE courses are designated on the transcript, and the Admissions and Records director is exploring ways to transcript service learning hours within SL sections.

CSUN's Office of Community Engagement in collaboration with Student Affairs has proposed three digital

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

badges to recognize students who complete specific guidelines. The proposal will be presented at cabinet for approval this April and will be developed in conjunction with the Digital hub in Summer 2019. Following the University of Kentucky's lead, the badges will provide tangible documentation of a student's movement along the Active Citizen Continuum. The Active Citizen Continuum is a theoretical approach to community service that promotes immersive service, education, and experiential learning initiatives. This continuum highlights the dynamic journey toward Active Citizenship through service, service-learning, social awareness, and community-rooted engagement.

CSUN's Civic and Community Engagement Digital Badges will document competencies students achieve through a combination of civic engagement, community service, co-curricular and curricular learning opportunities, and leadership activities. These badges will allow students to highlight the skills they have developed that may not be readily available to potential employers on their résumé or transcripts. They can be added as certifications to social media accounts, including students' campus-sponsored Portfolium and MataSync accounts.

The Badges may be complemented with a certificate or award. The committee also recommends that students earning badges be recognized during Honors Convocation. We intend to poll our student body to gain consensus on types of awards and badges that would be meaningful to students while serving their professional development.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?

Yes

B.3.1. Please describe the pathways and how students know about them.

Co-curricular programming featuring tiered leadership opportunities includes OCE's Student Scholars program, Matador Involvement Center volunteer experiences, and capstone courses. The Civic and Community Engagement Digital three-tiered Badging system recognizes increasing levels of achievement.

Three-Tiered Badging

Badge 1: Service Engagement. The service badge is the first tier of civic engagement and will be awarded to students who complete the following activities:

- Complete 50 hours of community service or nonprofit internship experiences tracked by MataSync.
- Submit a final report generated by MataSync documenting service hours (or other comparable documentation provided by a community/nonprofit partner).
- Submit a reflection assignment (at least 250 words) answering the following prompt: "How has service impacted your overall college experience?"

Badge 2: Civic Engagement.

The civic engagement badge will be awarded to students who complete the following activities:

- Complete 100 hours of community service or nonprofit internship experiences and submit a final report generated by MataSync documenting service hours (or other comparable documentation provided by a community/nonprofit partner).

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

- Complete one community engagement education activity (SL and CE courses) and submit documentation of completion/attendance.
- Submit a reflection assignment (at least 500 words) answering the following prompt: “How has social awareness and service-learning education impacted your overall college experience?”

Badge 3: Leadership and Active Citizenship.

The active citizenship badge will be awarded to students who complete the following activities:

- Complete 100 hours of community service or nonprofit internship experiences and submit a final report generated by MataSync documenting service hours (or other comparable documentation provided by a community/nonprofit partner).
- Complete two community engagement education activities and submit documentation of completion/attendance.
- Complete 50 hours of community engagement in a leadership role and submit documentation of completion/attendance.
- Submit a reflection assignment (at least 500 words) answering the following prompt: “How have your roles in leadership and service impacted your overall college experience?”

Proposed Review Process

A Civic and Community Engagement Review Committee will comprise two members from the Office of Student Involvement & Development, two members from the Office of Community Engagement, and one student leader. The process will be housed in the Office of Community Engagement with collaboration and support with Unified We Serve.

The students will have an opportunity to submit their documents at the end of the fall and spring semesters. The committee will review the documentation and reflections assignments and will vote on their badge/award.

C. Professional Activity and Scholarship

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programing, etc.)?

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

Julia Potter, director of External Relations & Special University Projects, is currently serving a two-year term on

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

the Advanced Manufacturing Partnership for Southern California (AMP SoCal) Executive Committee as one of two L.A. County representatives. CSUN is a founding partner of AMP SoCal, exemplifying our commitment to place-making community engagement efforts. AMP SoCal collaborates with public and private sector organizations across government, academia, and industry to strengthen the region's aerospace and defense manufacturing economy and provide its supply chain with the tools, talent, and capacity to master the future.

Vicki Allen, Maria Elizondo, and Karla Gonzalez presented a panel titled CSUN Food Pantry, Model for Food Insecurity at the National Association of Student Personnel Administrators. Food insecurity in campus communities is a major concern for student well-being and academic success, and CSUN launched its campus Food Pantry in fall 2016 to address the issue. With populations of students who identify as undocumented, DACA, international, veterans, and LGBTQ, CSUN approaches this topic from nuanced viewpoints and offers workshops to provide student affairs leaders with comprehensive information on food insecurity.

The CSUN Food Pantry was selected as the Good Food Champion from the 12th District by L.A. City Council President Pro Tempore Mitchell Englander, who officially recognized initiative drivers Patrick Bailey, Vicki Allen, Maria Elizondo, and Rafael De La Rosa.

In 2012, Sarina Loeb became the first coordinator of CSUN's Pride Center—the lesbian, gay, bisexual, transgender, and queer (LGBTQ) resource center. Loeb, a San Fernando Valley native, knew she wanted to advocate for LGBTQ communities through services and educational programming. In May 2018 L.A. City Councilmember Mitchell Englander named Loeb the LGBT Heritage Month honoree for L.A.'s 12th District. Francesca Vega, CSUN's assistant vice president for Government and Community Relations, recently was appointed by L.A. mayor Eric Garcetti to serve a four-year term on the Commission on the Status of Women for the City of Los Angeles. Sworn on December 11 at City Hall, Vega is one of six members of the commission, which informs and advises the mayor and City Council on challenges and issues women face in the region, such as discrimination, pay inequality, domestic violence, and sex trafficking.

Juana Maria Valdivia, director of Student Outreach and Recruitment, received \$303,643 from the U.S. Department of Education in continuing support of the Educational Talent Search program, which assists students in completing high school and pursuing a college degree.

Noe Aguirre and Vanessa Ochoa, coordinators of the Veterans Affairs unit in CSUN's Office of Admissions and Records, received the 2018 CSUN Merit award for their outstanding level of service and support for 511 veterans, reservists, National Guard members, and active-duty soldiers on campus. Their innovations included creation of an online certification process to better serve military members.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

Bobbie Eisenstock (Journalism) directs a civic engagement project where her students collaborate with the National Eating Disorders Association (NEDA) to create a digital media literacy toolkit—Get REAL! about Media and Body Image—featuring interactive activities to test media literacy skills, understand the digital footprint and body image, and let people know where they stand on media’s picture-perfect body images. Eisenstock also published *How to Spread Body Positivity in Your Community*, an activity guide to advocate for diverse and authentic body shapes and sizes in media. The current collaboration is to launch NEDA’s national outreach initiative Proud2Bme On Campus to inspire young adults to use their voice for personal empowerment and change in the digital society.

Cedric Hackett (Africana Studies), director of the W.E.B. Du Bois–Fannie Lou Hamer Institute for Academic Achievement (DHIAA), organized the Black Youth Guidance (BYG) Forum in February 2017 with partial funding from a California Wellness Foundation grant. DHIAA seeks to implement community-based programs bridging the campus with service communities of color, while the BYG Forum focuses on foster youth aging out of foster care and youth exiting the juvenile justice system. Themes including health and wellness, racial pride, college readiness, leadership development, and culturally relevant practices are presented and discussed with participants to identify strategies and recommendations for positive change.

Jeanine Minge (Communication Studies) frequently accepts invitations to speak at conferences connecting the university and the community—Southern California Regional Human Relations Summit, Los Angeles; workshop leader with the Prison Arts Collective, Lancaster, CA; speaker on *Critical Pedagogies in Actions: Civic Callings and Civic Unrest in College Classrooms* at the National Communication Association; and keynote speaker/workshop leader on community-based performance and social justice at events hosted by San Diego State University, Arizona State University, and the University of North Texas.

Marta Lopez-Garza (Chicana/o Studies): “Exploring the Intersections between Scholarship and Activism: Our Journey from Community Concerns to Scholarly Work,” with coauthors Yarma Velázquez Vargas and Mary Pardo; *White Washing American Education: The New Culture Wars in Ethnic Studies*, editors Tracy Buenavista, James R. Marin, Anthony J. Ratcliff, Denise M. Sandoval. Santa Barbara, CA and Denver, CO: Praeger Publishers/ABC-CLIO, 2016.

Janna Beling (Physical Therapy) has volunteered in countries such as Suriname, Vietnam, and Malawi for over 17 years with the organization Health Volunteers Overseas (HVO). Each year she takes CSUN doctoral physical therapy (DPT) students abroad to volunteer as part of their senior capstone for the “Physical Therapy in an International Setting” elective. HVO honored Beling with its Golden Apple Award, given annually to a volunteer who demonstrates extraordinary commitment to improving global health and making a positive impact at HVO project sites across the globe.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?

Yes

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

Annette Besnilian, Peggy Johnson, and Scott W. Plunkett conducted a study evaluating a school-based parent education program to promote health behaviors and knowledge in Latino families in five schools in Los Angeles. Qualitative data indicated that participants used the knowledge gained in the classes to create healthier home environments for their children and families. The primary suggestion by participants was to continue having classes in exercise, nutrition, and cooking. "A Taste of Good Health: Evaluation of a School-Based, Healthy Lifestyles Program for Parents in Latino Communities" was published in the Family and Consumer Sciences Research Journal (March 2018).

Danielle Spratt is coauthor, with Bridget Draxler, of *Engaging the Age of Jane Austen: Public Humanities in Practice* (University of Iowa Press's Humanities and Public Life Series, December 2018), which explores the theory and praxis of performing civically engaged projects, including public digital humanities projects, with a focus on literary works from the 18th and 19th centuries. She has published an article on service learning in the literature class (*Persuasions*, 2014), and has two forthcoming articles on related subjects: one, coauthored with Draxler, highlights the importance of public humanities for literary historians, to be published in *MLA's Profession* (spring 2019); the another, coauthored with CSUN Philosophy chair Tim Black, explores teaching Austen's moral philosophy through public humanities and service learning projects, to be published in *The Routledge Companion to Jane Austen* (ed. Cheryl Wilson and Maria Frawley, fall 2019). Later this spring she will appear on the podcast *Bonnets at Dawn* to discuss historical literary studies and civic engagement.

Svetlana V. Tyutina has presented extensively on introducing service learning into the foreign language classroom, including presentations at the Modern Language Association Convention, the American Association of Teachers of Spanish and Portuguese, the International Conference on Language Teacher Education, and others focused on project assessment and research-based approaches to community engagement at the university level. She has received multiple awards for projects she developed for her service learning classes, such as an Exceptional Level of Service to Students award (2017) for a project in collaboration with CSUN VITA, and recognition from the San Fernando Valley Bar Association (2019) for a project in collaboration with the L.A. Superior Court.

Moshoula Capous-Desyllas (Sociology) and Sarah Mountz (Social Work) were awarded a Community Stories grant of \$10,000 from California Humanities for their project "From Our Perspectives: Untold Stories of LGBTQ Youth in the Los Angeles Foster Care System." This project merged narrative approaches with photovoice methodology to better understand the reasons behind the overrepresentation of LGBTQ youths in the foster care system in Los Angeles County. The work is featured in *Creating Social Change Through Creativity: Anti-Oppressive Arts-Based Research Methodologies* (2017), coedited by Capous-Desyllas and Karen Morgaine, and in "Using an Arts-Informed Eclectic Approach to Photovoice Data Analysis," by Capous-Desyllas and Nicole Bromfield, published in *International Journal of Qualitative Methods* 17 (2018).

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

D. Community Engagement and other Institutional Initiatives

Please complete all the questions in this section.

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?

Yes

D.1.1. Please describe and provide examples:

CSUN's Educational Opportunity Programs (EOP) designs, administers, and supports programs focused on access and retention of low-income, historically underserved, and first-generation college students.

The mission of EOP's Resilient Scholars Program (RSP) is to empower former foster youth through higher education and to help them succeed in college and beyond. Upon graduating students will have acquired the educational and interpersonal skills to engage their world and lead productive, meaningful lives. Initiating the RSP process at the pre-college stage allows our EOP team to identify a student's potential for success and assist as needed through an interactive admissions process. Special admission consideration is granted to a limited number of candidates who may not be eligible for regular admission to the university but who demonstrate the motivation and potential to graduate.

The CSUN DREAM Center offers services and resources for undocumented students, members of mixed-status families, and campus allies, including assistance with policies and forms regarding AB 540, the Dream Act, and Deferred Action for Childhood Arrivals (DACA); scholarship assistance; a peer mentoring program; legal service and counseling referrals; policy literacy trainings for allies; policy and legislative updates; and computer and printer access.

Transitional Programs—Residential Bridge, Commuter Bridge, FreshStart, and Transfer Bridge—help historically disadvantaged students acclimate to the university environment, offering students a head start toward success in college and an opportunity to begin building community with other students. Each of the Bridge programs include an intensive summer academic experience with college credit.

MOSAIC (Mentoring to Overcome Struggles and Inspire Courage) at CSUN provides a national model for linking college students with youths at risk for educational failure, gang and family violence, drug and alcohol abuse, and emotional trauma. Developed with a grant from the Corporation for National and Community Services, MOSAIC has over the past decade enlisted and trained more than 500 college students to mentor nearly 800 youths enrolled in Los Angeles Unified School District continuation high schools. MOSAIC Mentors learn how to gain trust and meet the needs of "unprotected" youths—marginalized court-involved youths who have engaged with gang life, drugs, and/or tagging. The program extends university resources to youths who are commonly excluded from mentoring programs because of negative labels, acting-out behaviors, and "tough guise" attitude.

D.2. Is community engagement connected to efforts aimed at student retention and success?

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Yes

D.2.1. Please describe and provide examples:

CSU's Graduation Initiative 2025 is a system-wide campaign to raise retention and graduation rates, with individualized goals and programming at each campus. Primary goals across the CSU system are to increase graduation rates and eliminate opportunity gaps for students from low-income and historically underserved racial and ethnic backgrounds. By 2025, the CSU aims to raise the systemwide six-year graduation rate among first-time freshmen (FTF) from 57% to 70%, while the four-year rate for FTFs is targeted to increase from 18% to 40%. For students transferring to the CSU system from community college, 2025 targets are pegged at an overall two-year graduation rate of 45% and a four-year rate of 85%.

More than half of all current CSUN undergraduate students are from historically underserved ethnic and racial backgrounds, and that number is on the rise, with 67% of the 4,499 first-time freshman in CSUN's fall 2018 cohort coming from historically underserved populations. At a student success Town Hall meeting last fall, discussion centered on how to best support a student population that is among the most diverse in the nation, with the myriad challenges many face in completing their college degrees. Over half of our students identify as first-generation college students, and 55% attend college with Pell Grant assistance.

With a student population juggling outside employment, family obligations, and financial concerns with their academic imperatives, high impact community-engaged practices—service learning, internships, capstone courses, and undergraduate research—become even more critical to student success.

As CSU's Graduation Initiative 2025 aims to increase access and success for all historically underserved students, programs at each CSU campus provide former foster youths with educational support, peer support, counseling, housing assistance, financial aid, and food assistance. The Equal Opportunity Program (EOP) and Resilient Scholars programs offers special access and a network of support to help former foster youths overcome challenges that have statistically been shown to inhibit academic achievement. The Resilient Scholars program also connects scholars with peers who provide emotional support and encourage a sense of belonging on campus. Without support services, less than 1% of all foster youth who attend a four year university graduate from college, yet with departmental liaisons similar college programs suggest that the enrollment rate will rise up to 20%.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?

Yes

D.3.1 Please describe and provide examples:

CSUN's Institutional Review Board (IRB) protects human subjects to "ensure that ethical research is being conducted." All research proposals including human subjects are reviewed and approved by the Standing Advisory Committee for the Protection of Human Subjects (SACPHS) which is regulated by the Department of Health and Human Services (DHHS) and the Office of Human Research Protection (OHRP). Ethical treatment of animals in research is reviewed by the Institutional Animal Care and Use Committee Members of the community

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

sit on both committees.

CSUN goes beyond the requirements of federal regulations by expecting research investigators are sensitive to the unique risks encountered in community-based research. These concerns oftentimes go beyond those of traditional human subjects protection, as community research involves individuals with unique vulnerabilities (e.g., legal status, literacy, cultural sensitivity, etc.).

CSUN's Office of Community Engagement partners with CSUN IRB to provide specific guidance for researchers conducting community-engaged research. Together, they deliver the following:

- a. IRB member training in the ethical considerations involved in community-engaged, and community-based participatory action research. All members of the CSUN IRB committee are required to complete human subjects training provided by the Collaborative Institutional Training Initiative (CITI). Additionally, all research investigators and their student assistants are required to complete CITI training in human-subjects research. This training includes specific considerations for working with community-based and vulnerable research communities.
- b. One-on-one support for researchers engaged in community research. This research support can involve both group and individual consultations regarding research proposals that involve community-based organizations and individuals.
- c. Specific IRB forums and workshops sponsored by the IRB in collaboration with the Office of Community Engagement to discuss community-engaged research. These forums serve to provide specific guidance for community-engaged faculty members in the conduct of their research activities.
- d. Individual meetings with departments and research methods courses to review community-engaged research programs, specific research protocols, and student research.

Guidance is also provided to community-engaged researchers in:

- a. obtaining culturally appropriate permissions to recruit from community-based organizations;
- b. providing full disclosure of research objectives and procedures to community-based organizations and individual participants;
- c. conducting conflict-of-interest assessments and outlining efforts to minimize these conflicts when research activities involve members of the community (e.g., researchers should activity work to minimize coercion in conducting research in situations where there are power imbalances or financial interests at play);
- d. providing consent documents in languages accessible to research participants and at appropriate education levels;
- e. ensuring that research activities are sensitive to the needs of educationally and economically disadvantaged members of the community.

CSUN values research activities that are not only community-engaged but are also community-partnered. Many such research efforts emphasize true power sharing and partnership in all aspects of research efforts, including the protection of human participants. Here, guidance offered by the IRB in human-subjects protection has the goal of improving the quality of research by enhancing community member trust and partnership in research efforts.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?

Yes

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

D.4.1. Please describe and provide examples:

The following examples illustrate the range and complexity of CSUN Broader Impacts research. These projects, and ones like them, offer tremendous value to business, industry, government, regional professionals and associations, economic and community development leaders, and more. “Basic and applied research, scholarship and creative activity thrive throughout California State University, Northridge. At CSUN, students—at both the undergraduate and graduate level—work alongside faculty, pursuing knowledge and solutions to the challenges facing our region, our nation and our world. This distinctive and unique environment prepares students to positively impact society and realize career success. Research elevates CSUN’s students and, through them, Los Angeles and beyond.” —Dianne F. Harrison, Ph.D.

Backed by an \$18.5 million grant from the National Science Foundation (NSF), physics professor Nicholas Kioussis, Ph.D., is using computational physics to probe the nanoscale for radical new forms of energy and material. A lineup of diverse researchers—some physicists, some students—join Professor Kioussis at CSUN’s W.M. Keck Center to conduct transformative research on particles often smaller than a single strand of DNA.

In CSUN’s Developmental Oncogene Laboratory, Jonathan Kelber, Ph.D., is conducting groundbreaking breast and pancreatic cancer research. The National Institutes of Health recently awarded Kelber, an associate professor of biology, a four-year \$1.46 million grant to support his research team in their ongoing efforts. Physics professor Debi Prasad Choudhary, Ph.D., is receiving support from an NSF grant to research the use of modern ground-based instruments to study 3D structures of the magnetic field.

In cooperation with NASA-JPL, Susan Belgrad, Ed.D., professor of elementary education, is using innovative educational content to promote NASA missions to educators and academic professionals.

With support from an NSF grant, physics professor Igor Beloborodov, Ph.D., is conducting research on numerous nanotechnologies—from the heating effects in infinitesimal structures, to nanoscale magnetism and superconductivity. His research involves university and national laboratory partnership.

CSUN received a five-year \$500,000 NSF Innovation Corps (I-Corps) grant in 2017 to advance business entrepreneurship, innovation, and STEM initiatives on its own campus and in collaboration with San Diego State University, University of Southern California, and University of California, Los Angeles. Student teams explore ideas, products, and/or services to determine their commercial market viability.

The U.S. Department of Education awarded nearly \$6 million over five years to CSUN for AIMS2 (Attract, Inspire, Mentor and Support Students). This collaboration by CSUN and local community colleges aims to increase the number of underrepresented students who study computer science and engineering. Professor S.K. Ramesh, Ph.D., of the College of Engineering and Computer Science, leads the project.

In 2015, CSUN received an EDDY Award for Educational Leadership, celebrating the university’s exceptional public and private leadership in L.A. County economic development. Los Angeles mayor Eric Garcetti noted: “I know firsthand CSUN’s importance—not just for the communities of the San Fernando Valley, but for all of Los Angeles. With more than 300,000 alumni, there are few institutions with a greater footprint on L.A.’s economic development.”

D.5. Does the institution encourage and measure student voter registration and voting?

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.

CSUN participates in the All In Democracy Challenge to encourage, develop, support, and educate students about civic engagement and participation in the democratic process. In addition to voter registration and voting participation campaigns, events and activities focus on educating and encouraging campus populations to analyze the electoral issues, participate in civil discourse and debate, and respect different perspectives. With a significant number of students who are not eligible to vote (e.g., with international or undocumented standing), we also encourage ways of participating in elections that build self-efficacy, such as joining voter registration drives. Academic classes have included service learning projects to assist in voter registration, research and inform on California's ballot initiatives, and to view and discuss presidential debates. CSUN's All In Democratic Challenge Campus Team comprises campus leaders from across the University—Community Engagement, Academic Affairs; Matador Involvement Center, Student Affairs; Legislative Affairs, Associated Students; Government and Community Relations, University Advancement; and the Younes and Soraya Nazarian Center for the Performing Arts.

Associated Students, Student Affairs, and Community Engagement have partnered to purchase a university account for TurboVote. We encourage students to sign up by email, social media, and through links in the university student portal and learning management system. Greek and Panhellenic houses and Student Housing compete to sign up the most new voters during registration drives, and representatives from student and community organizations help with campus drives. More than 1600 students registered to vote through TurboVote for the 2016 election.

Moreover, CSUN participates in the National Study of Learning, Voting, and Engagement. The systemwide Center for Community Engagement at the CSU Chancellor's Office worked with public affairs to publish a story on the collective findings. The NSVLE reports from 2012 and 2016 showed a growth in voter registration (in 2016, 80.1% of students were registered) and voting (in 2016, 69.5% of registered students voted) coupled with the campus's civic engagement action plan resulted in earning a Bronze award from the All In Democracy Challenge.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?

Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:

Civil Discourse and Social Change (CDSC) is a campus-wide initiative that combines education, community involvement, and sustained activism on issues around social justice and social change. The initiative operates under the auspices of the provost, offering dynamic programming designed to provide social justice education opportunities to students and faculty. CDSC was cofounded by Dr. Marta López-Garza and Dr. Kathryn Sorrells in 2010 to address student concerns regarding access to education, their future aspirations, and broader issues of social justice. At the invitation of CDSC, Reverend James L. Lawson, Jr., a prominent leader of the civil rights

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

movement, serves as a CSUN visiting scholar, conducting workshops and teaching courses on nonviolent activism. Reverend Lawson is credited as the architect of America's nonviolent movement for social change and was recognized by Dr. Martin Luther King, Jr., as the "greatest teacher of nonviolence in America."

Teaching Commons

To support faculty, students, staff, and community members interested in exploring this theme, CDSC designed a "Teaching Commons" that serves as a repository of teaching materials related to CDSC events. It is set up for use in classrooms, conversations, and collaborations to develop critical consciousness and engender responsible action for social justice and change. The Teaching Commons is a "living site," which will include regular updates, additions, and refreshed material.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?

Yes

D.7.1. Please describe and provide examples:

A blossoming ecosystem around innovation and entrepreneurship at CSUN embraces community engagement and promotes social entrepreneurship. The CSUN Innovation Incubator (CII) serves the CSUN community including community-based entrepreneurs and organizations: "It is our mission to bring the most energetic, creative, passionate people together and support them as they solve the world's most pressing concerns."

The CII brings together partner organizations including local accelerators, funders, service learning partners (such as Southwestern Law School students who provide legal advice to student start-ups), and mentors. Programming serves the larger community through workshops, seminars, and presentations. For example, in November, CSUN students saw how leading-edge technology can be a powerful tool for societal change at the "Artificial Intelligence x Social Entrepreneurship" workshop, co-sponsored by CSUN's Information Technology unit and Campus Amazon Alexa Fellow Tim Tiemann, (who also serves as managing director of the CII). The workshop focused on how artificial intelligence and voice technologies might be used to improve outcomes for at-risk communities in issues of housing, food insecurity, and sustainability conditions.

CSUN provides support and funding to student startups, including social ventures, through an NSF I-Corps grant. For example, a team of CSUN students received I-Corps training and funding for their start-up creating community-based collaboratives among small business consultants and owners in underserved areas. Their first collaborative has launched in the San Fernando Valley engaging CSUN students and recent alumni. Prospoly serves as a model of community engagement, "The cooperative model is especially beneficial because it creates a cohesive community that members benefit from for the duration of their membership. Small business members receive ongoing maintenance consulting along with access to resources and tools to help them thrive. Consultant members are able to interact with small business owners and other consultants to propose innovative ideas to the collective." 3Wins Fitness, developed by Professor Steve Loy and Recreation and Tourism Management (RTM) students, leverages I-Corps training and funding to expand a service learning program at CSUN that deploys RTM students in fitness programs in public parks to a model that can be replicated nationwide.

College-specific programs also partner with community-based entrepreneurs, small business owners, and non-

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

profits. For example, The Wells Fargo Center for Small Business and Entrepreneurship in the David Nazarian College of Business and Economics provides student-led consulting in marketing and business development. The Ernie Schaeffer Center for Innovation and Entrepreneurship provides research and scholarship opportunities in innovation and entrepreneurship for students, faculty, and staff; networking and lecture events; and development and growth support for start-up companies in the community. One on-going project with Professor Jimmy Gandhi engages students in the Manufacturing Systems and Engineering Management program in partnership with a nonprofit that serves adults with disabilities to improve their production efficiency.

Paula DiMarco (Art) created the Social Impact DesignHub, where student designers work individually and in teams to conceptualize and design campaigns for nonprofit clients. Students are challenged to expand their comprehension of design problem solving for new audiences and to explore various roles as professional designers while executing socially responsible work.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

E.1. Outreach

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:

For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	No	
Tutoring	Yes	Math Camp, a collaboration between CSUN and Northridge Academy, is a four-week program that prepares students in mathematics while developing their socioemotional skills. CSUN senior-level students conduct K-12 STEM outreach at middle schools throughout the semester using four STEM modules focused on health disparities in underrepresented communities. In a culminating experience, participating middle schoolers are brought to CSUN's campus for the BUILD PODER-sponsored Scientist for the Day event.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

		The College of Science and Mathematics houses a National Science Foundation program staging 60-minute lessons about various science topics at the science lab at nearby Dearborn Elementary.
Extension programs	Yes	<p>The Oviatt Library's Advanced Placement Student Program offers services to eligible high school students in Advanced Placement classes at Los Angeles Unified School District high schools in the San Fernando Valley.</p> <p>The Center for Teaching and Learning leads a partnership between CSUN's Michael D. Eisner College of Education, San Fernando High School leadership, and Project GRAD Los Angeles, a local nonprofit fostering greater education equity.</p>
Non-credit courses	No	
Evaluation support	No	
Training programs	No	
Professional development centers	No	
Career assistance and job placement	Yes	W.K. Kellogg Foundation has awarded CSUN a three-year \$385,651 grant for The Future Minority Male Teachers of Color (FM2TC) project, aimed at increasing the number of men from underrepresented ethnic and racial backgrounds pursuing careers in elementary education and preparing them to serve as teachers, mentors, and role models. In seeking to build a teaching force that better reflects local student populations, the overarching goal of FM2TC is to close the persistent achievement gap between white students and students of color.
Other (please specify)	Yes	<p>The College of Science and Mathematics partners with Americans for Cures, which advocates for stem-cell research and therapy development for patients with chronic illnesses and injuries. The College also partners with Reseda Science Magnet High School, where student scholars from CSUN's CA Institute for Regenerative Medicine present their research to high school seniors to educate, inspire, and connect with potential young scientists.</p> <p>Reseda Science Magnet High School and Patrick Henry Middle School students visit CSUN for "Scientist for a Day" and "I (heart) Science Day" events, where they perform hands-on experiments in campus research labs.</p> <p>Child Nutrition Interns from CSUN's Marilyn Magaram Center for Food Science, Nutrition, and Dietetics provide healthy snacks to children at the Child & Family Studies Center Lab School.</p> <p>Sorenson Communications and Marlton School Partnership creates a supportive space for Deaf artists of color to share their thoughts and perspectives on myriad social justice issues. The artists' work illuminates their intersectionality, their journey, their talent, and their experiences as Deaf people of color who are often overlooked by the community at large.</p> <p>Student Outreach and Recruitment (SOAR) provides outreach, recruitment, and informational services primarily to secondary school and community college students. SOAR houses federally funded programming as well as community and academic</p>

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

		<p>partnerships.</p> <p>CSUN's Deaf Education and Families (DEAF) Project empowers families with children who are Deaf or Hard of Hearing (DHH) by connecting them with the most effective services and the greatest educational opportunities. The DEAF Project emphasizes educational programs that focus on children's abilities, helping them lead productive and enriched lives.</p>
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E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings	Yes	<p>The Soraya Arts Education program offers opportunities for K-12 teachers and administrators; creates exemplary models of integrative arts pedagogy and curriculum for schools; and provides arts education resources for K-12 teachers. The Soraya Student Matinee Series collaborates with local schools to align programming for a standards-based, cross-curriculum, and student-focused experience.</p> <p>The award-winning Teenage Drama Workshop (TADW) offers teens opportunities to develop theater arts skills in a six-week conservatory-style summer program with expert faculty on CSUN's campus.</p> <p>The CSUN Youth Orchestras, conducted by some of the finest music educators in Southern California, is a vibrant multi-orchestra program featuring 250 young musicians from L.A. County.</p> <p>The Department of Art offers weekly self-guided figure drawing workshops with live models that are open to all community members.</p> <p>The Marilyn Magaram Center teams with Share Our Strength's Cooking Matters/No Kid Hungry program to lead tours at local grocery stores to help community members foster healthy habits on a budget. Tours follow a curriculum followed by a short cooking demo, activity, and survey.</p> <p>Marilyn Magaram Center's Healthy Community Initiative brings nutrition and gardening education to the community of Los Angeles, aiming to reduce rates of childhood obesity and increase access to fresh fruits and vegetables in low-income neighborhoods.</p>
Athletic offerings	Yes	<p>CSUN partnered with the Major League Baseball-Major League Baseball Players Association's Youth Development Foundation to secure a \$1 million grant to upgrade CSUN's baseball field facilities and provide programming in baseball, leadership, and life skills for youths from historically underserved backgrounds.</p> <p>At CSUN All Sports Day, kids from local communities participate in free clinics led by CSUN's outstanding student-athletes and coaches, whose approaches blends sport, life, and leadership skills.</p> <p>CSUN Athletics has connected with schools and parks in the local area by visiting the locations and reading to the students, hosting clinics, and interacting with the students (e.g. playing bingo). Some teams have also participated in the Community Clean Up in Pacoima.</p>

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

		CSUN Athletics has also formed a relationship with LAUSD's Beyond the Bell after school program, giving these underserved kids access and awareness of the power of education. Participating schools received a tour of the campus prior to an athletic sporting event and were given the opportunity to do a private Q & A session with CSUN student-athletes. The goal of this relationship is to motivate middle school students to attend college who otherwise, may not be exposed to a university setting.
Library services	Yes	The Oviatt Library maintains Special Collections & Archives, including many focusing on underrepresented and marginalized communities, and provides access for scholarly and general audiences to help fulfill CSUN's mission to serve important pedagogical, research, and stewardship roles. The Friends of the Oviatt Library is a volunteer nonprofit organization dedicated to supporting and enhancing the resources of the library. With membership open to all community members, the Friends sponsor cultural programs, organize fund-raising events, hold book sales, support volunteer activities, and encourage gifts and endowments.
Technology	No	
Faculty consultation	Yes	CSUN director of media relations, Carmen Chandler, maintains an expert directory to match community inquiries with faculty expertise.
Other (please specify)	No	

E.2. Partnerships

This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of 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. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to <https://www.brown.edu/swearer/carnegie>.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email:

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Partner #1

Project/Collaboration Title	Strength United
Organization Name	Strength United and Family Justice Center
Point of Contact	
Email	
Phone	
Institutional Partner	Department of Educational Psychology and Counseling
Purpose of this collaboration	Operating through CSUN's Michael D. Eisner College of Education, Strength United (SU) provides an interdisciplinary approach to ending abuse and violence cycles through the collaboration of mental health professionals, educators, researchers, students, and volunteers. This collaboration enhances the health and well-being of individuals, families, and communities through our 24-hour response team, advocacy, intervention, education, prevention, and work for social change. Strength United serves individuals of all ages who have experienced child maltreatment, domestic violence, and/or sexual assault. Strength United has integrated community-engaged teaching and learning with a coalition of community professionals from multiple disciplines (including law enforcement, prosecutors, healthcare, schools, family services, child protection, faith, and community representatives) to form the first Family Justice Center in Los Angeles County and the only university-led Family Justice Center in the nation. Family Justice Centers have been identified as a best practice by the U.S. Department of Justice in the prevention and intervention of domestic violence.
Length of Partnership	35 years
Number of faculty involved	5 (yearly)
Number of staff involved	44 (yearly)
Number of students involved	20+ (yearly)
Grant funding, if relevant	Strength United receives funding from an array of sources. The CalOES RAPE CRISIS PROGRAM awarded Strength United \$317,432 in 17-18.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Impact on the institution	<p>Strength United represents CSUN's efforts to ameliorate the impact of child maltreatment and domestic and sexual violence, offering programming both on and off campus. Strength United provides hands-on, supervised training for undergraduate and graduate students and interns enrolled in social work and marriage and family therapy programs. After rigorous training, students provide direct services under supervision to those impacted by interpersonal violence, enhancing their curriculum expectations while meeting professional credentialing and licensure requirements. Faculty and students also conduct research with Strength United and the communities they serve. Strength United's on-campus programming includes Project DATE, a peer education program in rape prevention conducted in collaboration with the Counseling Center. Project DATE educates students about rape and sexual assault, addresses the social and psychological culture of rape, and provides training in conducting educational presentations to prevent rape. This educational programming addresses community needs while allowing students to enhance in-class learning through direct application of acquired knowledge. Further, students realize the potential of civic engagement and social justice, advancing their educational and professional development while helping to effect change and ameliorate suffering. Strength United frequently hires CSUN students who have trained or interned with the organization, with 59% of current employees being current or former CSUN students.</p>
Impact on the community	<p>Strength United's off-campus programming includes the Family Justice Center, which in partnership with CSUN provides an interdisciplinary approach to ending abuse and violence through collaboration of mental health professionals, educators, researchers, students, and volunteers. The center, one of 80 in the country, is the only one in Los Angeles County and the only one affiliated with a university. It is a member of the National Family Justice Center Alliance, delivering efficient, effective, co-located, multidisciplinary services and recognized as a best-practice model by the U.S. Department of Justice in combating family violence. Another off-campus program, MenCare, works with men and boys in using nonviolence to build healthy communities and help break cycles of violence in homes, schools, and communities. Project Fatherhood helps low-income fathers from various cultural backgrounds connect with their children and play a meaningful role in their lives. Nationally recognized for addressing absentee fathers as a social issue that negatively impacts the healthy development of children, the program works with biological fathers to help them develop comprehensive parenting skills through an innovative support group model. Project Fatherhood has also proved effective for men in other caregiving roles (e.g., stepfathers and foster parents), and relative caregivers such as grandfathers. Finally, the First Step Diversion Program is aimed at girls and boys ages 12 to 17 who are arrested for sex-related crimes such as prostitution. The program partners with the L.A. County Departments of Probation and Children and Family Services, the L.A. County Sheriffs Department, and the L.A. County District Attorney to provide counseling, medical treatment, and social services to steer youths away from the street and traffickers.</p>
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #2

Project/Collaboration Title	Pacoima Beautiful: Clean Up, Green Up, and the Pacoima Wash Vision Plan
Organization Name	Pacoima Beautiful
Point of Contact	
Email	
Phone	
Institutional Partner	College of Social and Behavioral Sciences, Department of Urban Studies and Planning
Purpose of this collaboration	Pacoima Beautiful is an environmental justice organization started in 1996 by five mothers who wanted to improve Pacoima, located in the Northeast San Fernando Valley. Pacoima has 100,000 Residents, among whom 85% are Latino and 8% are African-American. Socioeconomically, 21% live in garages or rented rooms, 19% receive food stamps, and 17% have income below the federal poverty level. Initial beautification projects involved tree-plantings and community clean-ups, and the organization's mission quickly evolved to help residents identify toxic sources of pollution and collaborate on solutions to reduce health risks. The organization works with CSUN to engage community members of all ages in the environmental justice movement through two community organizing initiatives: Clean Up Green Up and the Pacoima Wash Vision Plan.
Length of Partnership	10+ years
Number of faculty involved	2 (yearly)

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Number of staff involved	
Number of students involved	112 (yearly)
Grant funding, if relevant	Policies for Livable, Active Communities and Environments (PLACE) grant from the Los Angeles County Department of Health.
Impact on the institution	Students learn by doing, cultivating a sense of civic engagement and social responsibility. Hands-on experience prepares students for professional work and collaborative engagement with community stakeholders. In Clean Up Green Up, students from Professor Zeynep Toker's fieldwork class designed a project in collaboration with the community partners that responded to problems in this San Fernando area. The collaborative effort produced a set of design guidelines that addressed pedestrian and cyclist constraints in order to enhance the mobility of Vineland Avenue – Sunland Boulevard. In Pacoima Wash Greenway, graduate and undergraduate students in Urban Studies and Planning worked in concert with community stakeholders to develop a vision plan for the Pacoima Wash. Students and faculty participated in focus groups and community workshops.
Impact on the community	Clean Up Green Up worked to enhance the mobility of Vineland Avenue – Sunland Boulevard, an arterial street that includes an array of commercial activity, access to residential land use, businesses/offices, and a park. The corridor intersects with Interstate 5, one of the most traveled freeways in the state and a major shipping artery, presenting challenges in air quality, safety, and traffic, all compromising pedestrian and bicycle mobility. These problems threaten the economic vitality of local area businesses and affect residents' overall well-being. The project recommended improvements in street design to improve pedestrian and cyclist movement and safety, cleanliness, and traffic congestion. Pacoima Wash Greenway developed a vision plan for a four-mile section stretching from the Pacoima Spreading Grounds stormwater management facility to the Los Angeles city line. The project produced graphics detailing wash management recommendations, which are included in Sylmar and Pacoima Community Plans.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #3

Project/Collaboration Title	The LAP3 CSU5 ReLAY Institute
Organization Name	There are over 50 community partners in the LAP3.
Point of Contact	Workforce Development Economic & Workforce Development Department, City of Los Angeles, serves as the lead for the initiative.
Email	
Phone	
Institutional Partner	The other CSU5 campuses: CSU Dominguez Hill, CSU Long Beach, CSU Los Angeles, California State Polytechnic University, Pomona

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Purpose of this collaboration	The ReLAY Institute is an initiative of the CSU5 in collaboration with the Los Angeles Performance Partnership Pilot (LAP3) led by the Los Angeles City Economic and Workforce Development Department in partnership with the Los Angeles Unified School District, the Los Angeles Community College District, Los Angeles Regional Workforce Development Boards, Los Angeles County Office of Education, the County of Los Angeles, and community partners from public, private, and nonprofit sectors. In 2015 the White House announced nine communities across the nation, including Los Angeles, that had been selected in the first round of the Interagency Performance Partnership Pilots for Disconnected Youth (P3). These pilots give state, local, and tribal governments an opportunity to test innovative strategies to improve outcomes for low-income, disconnected youths, ages 14 to 24, including youths who are: in foster care, homeless, parents, involved with the justice system, unemployed, and/or dropped out of school or at risk for dropping out. The ReLAY Institute will serve as a national model and showcase Los Angeles as a driver of innovation in social justice. By inviting and catalyzing collective action, the Institute will provide cross-sector leadership that will uplift lives and reconnect area youths with opportunities to thrive. An overarching goal of the Institute is to generate sustainable systemic change to help youths navigate public systems to measurably improve their education, employment, housing, and health and well-being outcomes. The Institute builds and improves the capacity of public and private service providers by capturing and sharing data, identifying best practices, disseminating innovation, and fostering networks. As part of the CSU5, CSUN is a founding partner of the Los Angeles Performance Partnership Pilot (LAP3). The ReLAY Institute, a key goal in the LAP3 strategic plan, was officially chartered in May 2018; it is administratively housed at CSUN and is the first multi-campus institute in the CSU.
Length of Partnership	The ongoing LAP3 partnership formed nearly four years ago. The newer ReLAY Institute is less than one year old.
Number of faculty involved	The ReLAY Institute is currently in the “start-up” phase. Faculty will be involved through service learning engagement, research requests, and educational trainings for service providers.
Number of staff involved	The ReLAY Institute charter calls for a faculty director and associate director, with support staff and student assistant needs to be determined.
Number of students involved	Levels are not yet determined, though rich student engagement is expected via service learning and internship placement with LAP3 partner organizations.
Grant funding, if relevant	Funding to date has come from the City and County of Los Angeles.
Impact on the institution	Impact on the institution is not yet measurable. The initiative is expected to impact students and faculty.
Impact on the community	Impact on the community is not yet measurable. Expectations are strong particularly for the LAP3 strategic plan.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #4

Project/Collaboration Title	The MENDing Poverty Conference
Organization Name	MEND: Meet Each Need with Dignity
Point of Contact	
Email	
Phone	
Institutional Partner	Valley Nonprofit Resource Center; Matador Involvement Center; Unified We Serve; Office of Community Engagement; VITA CLINIC; University Advancement; Department of Kinesiology

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Purpose of this collaboration	MEND (Meet Each Need with Dignity) is a privately funded Pacoima-based social service agency offering comprehensive services respectfully delivered by dedicated staff and an army of volunteers. For 47 years, MEND has opened its doors to the most vulnerable members of our community and over the years we have become one of the most comprehensive and empowering poverty relief agencies in Los Angeles County. In 2017, MEND served over 14,600 individuals, providing an average of 30,000 client encounters monthly. From its grassroots founding in a San Fernando Valley garage in 1971, MEND has evolved as an anchor social services organization, with the largest food bank in the Valley; medical, dental, and vision clinics; clothing assistance; homeless care services; and support and care through case management services. MEND's long-standing relationship with CSUN includes collaboration relevant to specialties and capacities of varied campus organizations, departments, and colleges. While campus partnerships are many, here we will focus on the Annual MENDING Poverty Conference, in collaboration with CSUN's Valley Nonprofit Resource Center.
Length of Partnership	11 years
Number of faculty involved	30+ faculty members over 11 years
Number of staff involved	30+ staff members over 11 years
Number of students involved	1000+ over 11 years
Grant funding, if relevant	
Impact on the institution	In addition to campus-wide drives, thousands of students, faculty, and staff volunteer time and resources to MEND. Many students contribute through programming in their coursework and service-learning projects. One recent service learning opportunity is 100 Citizens, in which Kinesiology students work with MEND to organize health, wellness, and exercise activities in public parks; they have developed a diabetes-prevention program to combat obesity through educational empowerment and physical activity. The 11th Annual MENDING Poverty Conference was held at MEND's headquarters in Pacoima in June 2018. The event focused on nonprofit social enterprises and was attended by over 100 people. Many nonprofits today are considering or experimenting with social enterprises—for-profit programs that can provide additional revenue and expand mission-related services. The conference opened with keynote speaker Jan Perry, Director, Economic & Workforce Development Department, City of Los Angeles. She discussed the LA RISE program, offering observations on how nonprofits might approach the opportunities and challenges social enterprise efforts present. Past conference themes have included Understanding Philanthropy: Paths to Success for Poverty Service Nonprofits; Affordable Housing and Healthy Neighborhoods: Working Together Toward Sustainability; and Income Inequality and Its Challenges for the Nonprofit Sector.
Impact on the community	The MENDING Poverty Conference is Southern California's largest annual conference focused on services for people living in poverty, providing a community voice for staff and board members of Valley nonprofits. Valley Nonprofit Resource Center regularly organizes networking activities for nonprofit leaders, policymakers and elected officials, and community stakeholders where they can discuss issues, policy decisions, and legislation relevant to the Valley nonprofit sector.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #5

Project/Collaboration Title	Champions for Change
Organization Name	Champions for Change, Los Angeles Department of Public Health
Point of Contact	
Email	
Phone	
Institutional Partner	Marilyn Magaram Center and Institute for Community Health and Wellbeing
Purpose of this collaboration	Collaboration with the Los Angeles Department of Public Health to launch a three-year urban agriculture and healthy eating education program in Canoga Park, identified as having high childhood obesity rates. The project has thus far developed 12 community gardens and offered hundreds of healthy eating education classes. We are among 24 agencies selected by the Los Angeles County Department of Public Health to implement the Champions for Change - Healthy Community Initiative programs.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Length of Partnership	3 years
Number of faculty involved	4 faculty members
Number of staff involved	2 staff members
Number of students involved	25+ students
Grant funding, if relevant	\$880,000, from the Los Angeles Department of Public Health
Impact on the institution	Two campus centers and 25+ CSUN students are involved in the project, which has stimulated additional collaborations with community partners in the Western San Fernando Valley. Initiative organizers are working with Guadalupe Community Center's food pantry and the CSUN food pantry to procure fresh fruits and vegetables and provide clients with nutrition education. A task force of university personnel and community members has been created to ensure that the initiative is responding to the needs of the Canoga Park community. CSUN students have conducted classes on healthy eating habits and cooking practices, helped establish community gardens, and attended weekly farmers markets to distribute health information, including culturally relevant recipes using fresh local produce in healthy, affordable family meals.
Impact on the community	The Marilyn Magaram Center teamed with CSUN's Institute for Community Health and Wellbeing and its Neighborhood Partners in Action initiative—focused on optimizing Canoga Park's resources, collecting data about community needs, and forming partnerships between residents, local businesses, and the university—to collaboratively implement Champions for Change programming in all corners of Canoga Park, including local churches, businesses, schools, and senior centers. Through December 2018, activities have included 594 classes and 12 gardens, with a total of 72,005 community members reached at 13 sites.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #6

Project/Collaboration Title	Family Empowerment Team in Action (FETA)
Organization Name	North Los Angeles County Regional Center
Point of Contact	Director North Los Angeles County Regional Center (NLACRC)
Email	
Phone	
Institutional Partner	CSUN Family Focus Resource Center and Institute for Community Health & Wellbeing
Purpose of this collaboration	The CSUN Institute for Community Health and Wellbeing and the North Los Angeles County Regional Center (NLACRC) partner to collaboratively assist families who have difficulty accessing and using NLACRC services. The program is free, and participation is voluntary.
Length of Partnership	3 years
Number of faculty involved	5 faculty members (yearly)
Number of staff involved	4 staff members (yearly)
Number of students involved	20 students (yearly)
Grant funding, if relevant	\$265,000 + \$125,000, from NLACRC
Impact on the institution	Collaborations with NLACRC provide significant opportunities for students in the Social Work graduate program (MSW) to receive real-world case management training with underserved families.

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Impact on the community	Many families at need may face challenges accessing NLACRC services, including housing insecurity, immigration status, cultural differences, lack of familiarity or distrust with providers, or difficulty negotiating systems. Identified families who opt to work with Family Empowerment Team in Action are assigned a CSUN MSW student intern Navigator, who identifies barriers/challenges a family may be facing and assists in addressing them through advocacy, cultural literacy, and negotiation with NLACRC and other agencies.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #7

Project/Collaboration Title	Orange Pick
Organization Name	Food Forward

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Point of Contact	
Email	
Phone	
Institutional Partner	Institute of Sustainability and the Marilyn Magaram Center
Purpose of this collaboration	According to the National Resources Defense Council, up to 40% of food in the United States is wasted. At the same time, one in six individuals nationally lacks adequate access to food. The Los Angeles nonprofit organization Food Forward addresses this disparity by gathering surplus produce and getting it to community members who are food insecure by distributing it to food pantries across Los Angeles County. Food Forward has been harvesting food, fighting hunger, and building community since 2009. Through collaboration with CSUN's Institute for Sustainability, Food Forward harvests oranges from our five-acre historic campus grove containing more than 400 Valencia orange trees. The fruit is donated to local hunger-relief agencies to feed families at need, including Seeds of Hope in Echo Park, SOVA Food Pantry in Van Nuys, and MEND food bank in Pacoima.
Length of Partnership	9 years
Number of faculty involved	4 faculty members (yearly)
Number of staff involved	2 staff members (yearly)
Number of students involved	40+ students (yearly)
Grant funding, if relevant	N/A
Impact on the institution	CSUN's Institute for Sustainability has hosted 14 orange picks during which over 2,300 students and community volunteers have harvested oranges. The CSUN Orange Pick offers students an opportunity to provide for the community while working in camaraderie with fellow students, faculty, staff, and off-campus volunteers. CSUN students have also served as interns and participated in service learning opportunities in the No Waste Education Program with the Marilyn Magaram Center and the Glean Team Leaders program.
Impact on the community	With its relatively short shelf life, fresh produce is a critical category for food pantries. Over the years, 155,000 pounds of fruit have been donated to local hunger-relief organizations from CSUN's Orange Picks. CSUN's Institute for Sustainability has further partnered with Food Forward in rescuing 1.6 million pounds of fresh fruits and vegetables that would otherwise go to waste from backyard trees, public parks, farmers markets, and wholesale markets. One hundred percent of the produce Food Forward recovers is delivered to hunger relief agencies across eight Southern California counties.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #8

Project/Collaboration Title	Testing Methods to Conserve Irrigation Water
Organization Name	Metropolitan Water District
Point of Contact	
Email	
Phone	
Institutional Partner	The University Corporation (CSUN)
Purpose of this collaboration	Though California's record seven-year drought has ended, its water crisis hasn't. Despite record rainfall, Southern California has to tackle ongoing challenges related to waste water, storm water, watershed storage, and conservation. CSUN will help tackle these community issues through the City of Los Angeles One Water LA initiative. CSUN faculty and students are engaged in research targeting water conservation and regional water supply reliability through innovations in water-saving devices, technologies, and strategies.
Length of Partnership	1 year

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Number of faculty involved	1 faculty member
Number of staff involved	3 staff members
Number of students involved	2 students (expected)
Grant funding, if relevant	\$50,000, from the Metropolitan Water District
Impact on the institution	This work will lead CSUN toward its campus goal of reducing water consumption by 15% by 2030. This effort follows years of trailblazing leadership in conservation and sustainability. The California Higher Education Sustainability Conference awarded CSUN a 2017 award for Water Efficiency/Site Water Quality. The Student Recreation Center, Younes and Soraya Nazarian Center for the Performing Arts, and Extended University Commons buildings all have LEED (Leadership and Energy in Environmental Design) Gold ratings. CSUN practices sustainability across campus, including improved irrigation systems and planting drought-tolerant vegetation.
Impact on the community	The Los Angeles initiative is part of a statewide commitment to water sustainability, with agencies releasing plans this year to move the state to long-lasting efficiency in water use. In residential areas, major water savings lie in reducing landscape irrigation, which makes up about half of all urban water use. The U.S. Dept. of Agriculture's Economic Research Service reports that irrigated agriculture accounts for the largest share of the nation's consumptive water use, with California having the second-largest share of irrigated area in the country. Meetings with the City of Los Angeles on the One Water LA plan are moving forward, and university-created proposals, studies, and plans will prove vital in identifying solutions. Water savings are expected to be roughly 1,344,000 gallons annually.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #9

Project/Collaboration Title	Child Development Institute: Early Learning Center
Organization Name	Child Development Institute
Point of Contact	
Email	
Phone	
Institutional Partner	Interdisciplinary/Cross University Partnerships and the Institute for Community Health and Wellbeing
Purpose of this collaboration	CSUN partners with the Child Development Institute (CDI) on the Early Learning Center (ELC), an inclusive drop-in play and education space for children 0-6 years old. Its broad range of support includes wellness promotion, preventive screenings, and early interventions for developmental red flags. Meanwhile, the ELC serves as a training ground for care providers learning best practices in supporting children and families. Early Intervention Services provide comprehensive care that focuses on the entire family to ensure that needs are balanced.
Length of Partnership	6 years
Number of faculty involved	10+ faculty members
Number of staff involved	2 staff members
Number of students involved	100+ students each year
Grant funding, if relevant	N/A

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Impact on the institution	The partnership with CDI creates service learning, volunteer, and internship opportunities for CSUN students and research opportunities for CSUN faculty. Programs include gardening, stress reduction, research & evaluation, dental health, and sustainability. CDI has worked with several departments on campus to place over 100 service learning students at the Early Learning Center in Canoga Park. For example, _____ worked with CDI and other nonprofit agencies in Canoga Park to place needed social work interns to assist in meeting client needs. CSUN students gain valuable experience from their work in Canoga Park, receiving hands-on experience in child development education, programming, early intervention, and research.
Impact on the community	The CDI Early Learning Center connects students (university, community college, high school), community members and service groups, and business leaders to internships and volunteer opportunities matching skills and interests in supporting young children and families. Through the power of play, parents and children have fun developing skills they'll use for the rest of their lives. Facilitated by credentialed teachers, Mighty Motor Skills, Discovery Zone, and Storytime offer exciting moments to bond while discussing and exploring the developmental importance of play. Healthy and Fit Together, Garden Club, and Music and Movement build healthy lifestyle habits while connecting children with nature and exercise. The programs collectively serve 7,000 children annually.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Community Partner Contact	
Email	
Phone	

Partner #10

Project/Collaboration Title	California Releaf Social Equity Tree Planting Grant Program
Organization Name	California ReLEAF and CalFIRE
Point of Contact	
Email	
Phone	
Institutional Partner	The University Corporation and the Institute for Sustainability
Purpose of this collaboration	Meet the critical need of creating and sustaining healthy communities in Pacoima by funding urban forestry efforts that range from education and outreach to tree-planting projects. This collaboration with Pacoima's Vaughn Middle School includes creation and teaching of tree-related curriculum, and children, teachers, staff, and parents from the school plant trees at their campus alongside CSUN student volunteers.
Length of Partnership	3 years
Number of faculty involved	1 faculty member
Number of staff involved	1 staff member
Number of students involved	2 students
Grant funding, if relevant	\$18,588, from Cal Fire
Impact on the institution	The education component engages community members and students on how trees are critical to supporting climate resilience, clean air, and healthy communities. Education professors at CSUN work closely with a team of teachers at Vaughn to develop curriculum in environmental science that supports the plantings, growth, and maintenance of the trees and engages students in their study. While CSUN faculty, students, and staff develop and teach the curriculum, Vaughn students have a vested interest in nurturing and supporting their growth.
Impact on the community	Engagement of volunteers, parents, and the community in school activities is vital in building the success of the school. In addition to the tree plantings, education and outreach is provided through the partnership between CSUN's School of Education and Vaughn Middle School. This collaboration greens and beautifies outdoor space with trees at Vaughn Middle School, reducing greenhouse gases and furthering Assembly Bill 32, California's Global Warming Solutions Act of 2006. The tree planting project enriches the Pacoima community through these benefits and abates global warming on a larger scale through removal of greenhouse gases in the atmosphere. This occurs both through the sequestration of carbon dioxide from the atmosphere during photosynthesis and through energy savings in school buildings gained by tree shade.

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #11

Project/Collaboration Title	Volunteer Income Tax Assistance Clinic
Organization Name	Internal Revenue Service; Sen. Bob Hertzberg (D-Van Nuys)
Point of Contact	
Email	
Phone	
Institutional Partner	CSUN VITA, David Nazarian College of Business and Economics,

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Purpose of this collaboration	For nearly 50 years, CSUN's Volunteer Income Tax Assistance (VITA) Clinic has provided cost-free expert tax assistance for families and individuals with low incomes. CSUN VITA clinics prepared more than 7,500 tax returns in 2018, saving low-income L.A. residents an estimated \$1.1 million in tax preparation fees.
Length of Partnership	49 years
Number of faculty involved	4+ faculty members
Number of staff involved	30+ staff member
Number of students involved	500+ students annually
Grant funding, if relevant	CA Department of Community Services and Development, \$344,350; U.S. Dept. of the Treasury, \$100,000; Friends of the Family, \$15,000; NEW Economics for Women, \$33,000; Dept. of Water and Power, \$10,000; Wells Fargo Bank, \$50,000; CE Grant student scholars
Impact on the institution	Under the supervision of experienced tax practitioners, trained and IRS-certified CSUN students provide free tax preparation services (federal and state) to eligible low-income taxpayers. CSUN students gain IRS certification for tax preparation and real-world professional experience. Students have opportunities to (1) impact the community by helping and empowering low income taxpayers, (2) understand tax law and the tools available to prepare and file tax returns, (3) certify as a tax return preparer by taking the IRS VITA certification test, (4) complete and electronically submit tax returns of low-income taxpayers, (5) acquire valuable client interviewing skills, and (6) develop oral communication and leadership skills.
Impact on the community	Celebrating its 49th year, the CSUN VITA Clinic has once again broken records. Powered by 450 engaged students, the clinic offered free tax preparation to over 7,500 low-income taxpayers in Los Angeles County. Continued growth has positioned the CSUN VITA Clinic as one of the largest VITA sites in California, and demand continues to grow. As community needs evolve, the program evolves to meet them. Thanks to a new collaboration between CSUN and four other L.A. County CSU campuses (CSU5) and six L.A.-based community colleges, the reach of VITA will extend far beyond its roots in the San Fernando Valley. Under this initiative, the VITA Clinics expect to jointly deploy with our partners more than 1,000 student volunteers to serve more than 13,000 low-income taxpayers in Los Angeles County. The expanded service area will stretch south to Long Beach, north to Antelope Valley, east to Pomona, and west to Santa Monica, covering all areas in between. The 11-campus collaboration has abilities to provide free tax preparation assistance in the following languages: Spanish, Armenian, Russian, Korean, Japanese, Arabic, Vietnamese, Chinese, and Farsi. The first-in-the-nation collaborative model benefits thousands of low-income taxpayers while offering tangible professional-growth opportunities to many low-income and first-generation college students participating in the 11-campus collaboration. By offering community college student volunteers opportunities to train to become IRS-certified tax volunteers, the collaboration positions students to maintain continuous involvement with the VITA program as they transfer to four-year CSU campuses.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #12

Project/Collaboration Title	Resilient Northridge: A Plan for a Better Community & Campus
Organization Name	Northridge Vision, The Nature Conservancy, Northridge Beautification Foundation, Northridge East, South & West Neighborhood Council, Legislative Deputy Council District 12, L.A. City Councilmember Mitchell Englander
Point of Contact	
Email	
Phone	
Institutional Partner	Institute of Sustainability
Purpose of this collaboration	To assess needs for urban resiliency at CSUN and in its Northridge community and to work with community stakeholders and residents to ameliorate identifiable crises and formulate responsive, efficient, and effective crisis recovery plans. A Plan for a Better Community & Campus, the outcome of work by CSUN's Master of Urban Planning students to increase local resiliency, is part of the Climate Resilience in Urban Campuses + Communities (CRUX) initiative led by Second Nature.

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Length of Partnership	2 years
Number of faculty involved	2 faculty members
Number of staff involved	1 staff member
Number of students involved	15 students
Grant funding, if relevant	\$33,000, from the Kresge Foundation
Impact on the institution	CSUN and its partners made 28 recommendations in this Resiliency Plan grouped into Better Mobility, Better Community, and Better Environment categories to prevent and prepare for potential crises. Campus response plans impact as many as 40,000 students and 4,000 faculty and staff, whether in the event of crisis or in the peace of mind gained through preparation. Over 80 students were involved in the work of identifying indicators most associated with hazards faced by the student body, allowing them to develop recommendations for CSUN resiliency. They then worked with CSUN personnel from relevant units who provided input and steps to implement recommendations.
Impact on the community	The Resiliency Plan includes recommendations for the surrounding Northridge community, impacting approximately 80,000 residents. Each recommendation identifies stressors and shocks to be tracked and addressed, a method to monitor implementation progress, a resilience indicator (with expected improvements upon implementation), and partners identified to finalize the plan.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #13

Project/Collaboration Title	MOSAIC (Mentoring to Overcome Struggles and Inspire Courage)
Organization Name	Alliance for Youth Empowerment (ACE) and Gang Reduction and Youth Development (GRYD)
Point of Contact	
Email	
Phone	
Institutional Partner	College of Social and Behavioral Sciences
Purpose of this collaboration	Since 2002, CSUN has conducted a service learning program matching students from historically underserved backgrounds to serve as peer mentors and advisors for youths at risk for behaviors associated with negative life outcomes. MOSAIC grew from collaboration with community partners who saw a significant unmet need for positive role models in local continuation schools, which are often the “last stop” a student makes before permanently leaving school. One such collaboration is MOSAIC’s partnership with the Alliance for Community Empowerment (ACE), whose mentorship program connects young people with MOSAIC mentors.
Length of Partnership	10 years
Number of faculty involved	1
Number of staff involved	2 (student assistants)
Number of students involved	500+
Grant funding, if relevant	

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Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Impact on the institution	MOSAIC (Mentoring to Overcome Struggles and Inspire Courage) provides a national model for linking college students with youths at risk for educational failure, gang and family violence, drug and alcohol abuse, and emotional trauma. It was developed with a grant from the Corporation for National and Community Services. Over the past 10 years, more than 500 college students have worked with nearly 800 youths enrolled in Los Angeles Unified School District continuation high schools. MOSAIC mentors focus on increasing self-efficacy through goal achievement, mentoring, academic assistance, art, recreation, and civic engagement activities. They make meaningful connections that significantly increase chances that ACE youth participants will achieve high school graduation, college readiness, and workforce competency. MOSAIC offers university students opportunities to help local youths while gaining valuable work experience in fields of education, social work, counseling, law enforcement, and probation. MOSAIC trains and supports university students to serve as part-time MOSAIC Mentors, working in small groups with youths to help them build self-efficacy crucial to academic and life success. MOSAIC mentors attend (Sociology 420csl) weekly training in mentoring, academic tutoring, effective program delivery, and evaluation. Mentors and youths engage for six hours per week for at least one academic semester (15 weeks).
Impact on the community	College students from historically underserved backgrounds act as both mentors and leaders in MOASIC. Meanwhile, area youths in critical need of intervention will gain access to caring, relatable mentors, a primary element of the ACE Model of Service, grounded in the fundamental belief that young people who receive needed assistance, tools, and role models can and do transform their lives and communities. ACE youths interact with mentors on field trips and in theater-based performance as well as in MOSAIC's innovative gender groups, which provide a safe, engaging space for young men to explore identity, overcome negative messages and stereotypes about masculinity, and find their own authentic voice. Collaboration between these mentor programs is critical in providing timely resources and support, making meaningful connections to significantly increase chances for ACE youths to achieve lifelong success and satisfaction and contribute to their communities in meaningful ways.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #14

Project/Collaboration Title	CSUN Cadet Program
Organization Name	LAPD Cadets
Point of Contact	
Email	
Phone	
Institutional Partner	College of Arts, Media and Communication, Department of Communication Studies
Purpose of this collaboration	The CSUN Cadet Program is a Community Engagement Partnership between Communication Studies' Advanced Public Speaking courses (COMS 309) and the LAPD Cadets, an after-school program that seeks to "instill discipline, leadership, academic excellence and life-skills in all youth participants... [by] empower[ing] students to maximize their personal, scholastic and life potential." Advanced Public Speaking students lead engaging hands-on workshops to teach over 300 Cadets fundamentals of public speaking over the course of six weeks.
Length of Partnership	January 2018 - present
Number of faculty involved	1
Number of staff involved	2 (student assistants)
Number of students involved	12 in Spring 2018 and Fall 2018; 40 in Spring 2019
Grant funding, if relevant	Service Learning Disciplinary Grant 2018 and 2019: \$6,000 total
Impact on the institution	The partnership offers CSUN students leadership and professional development opportunities as they apply their knowledge of public speaking and communication skills through educational programming. CSUN students receive training in effective teaching strategies and mentorship while applying communication studies theory to real-life situations.

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Impact on the community	The CSUN/LAPD cadet partnership supports underserved communities by teaching public speaking fundamentals to LAPD Cadets, boosting their self-esteem while developing invaluable lifelong communication skills that will serve their personal, academic, and professional lives. The partnership also promotes higher education through the encouragement and example of academically successful mentors and cadet tours of the CSUN campus among student leaders and faculty. The program builds trust and cultivates relationships between college students, youths, and the Los Angeles Police Department.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #15

Project/Collaboration Title	Interpreting practicum with the L.A. Superior Court
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2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Organization Name	L.A. Superior Court
Point of Contact	
Email	
Phone	
Institutional Partner	College of Humanities, Department of Modern and Classical Languages and Literatures
Purpose of this collaboration	This collaboration provides free English/Spanish interpreting services to assist Spanish-speaking litigants during the L.A. Superior Court Family Law Department's pro-bono mediation event Settle-O-Rama. Students provide invaluable service to their community while shadowing court interpreters and judges, familiarizing themselves with the proceedings of the Family Court and the field of court interpreting.
Length of Partnership	1 year
Number of faculty involved	1 faculty member
Number of staff involved	1 staff member
Number of students involved	20 students
Grant funding, if relevant	Service Learning Disciplinary grant.
Impact on the institution	This project plays a critical role in the preparation of the Spanish/English interpreters through the Spanish M.A. and the Translation/Interpreting option in the Spanish B.A. Students help their community while gaining valuable exposure to the field of court interpreting, which is currently experiencing high demand for qualified specialists.
Impact on the community	The L.A. Superior Court Family Law Department's pro-bono event Settle-O-Rama, which provides resources for early and equitable settlement for low-income clients who may otherwise be bankrupted by divorce proceedings, was for the first time able to offer interpreting services to Spanish-speaking litigants free of charge, allowing Spanish-speaking litigants to take advantage of this free mediation services program. In recognition of the program's impact Judge Shirley Watkins received a 2019 Administration of Justice Award from the San Fernando Valley Bar Association, which also recognized CSUN graduate students for their services to the program and community.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University, Northridge on 6/29/2018. Last modified on 7/19/2020.

Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?

Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

The Office of Community Engagement (OCE) trains faculty members and students in community partner advocacy as they develop and participate in their service learning courses. Training workshops are held twice each semester and during the summer. As community partnerships are created and sustained, fundamental questions are asked—What is community? How do we as academics interact with the community? What boundaries are drawn between the academy and community? What purposes do these boundaries serve? Who benefits? Who loses out? How do we talk about a process rather than a product without colonizing the experiences of those involved in the process? These questions are invaluable as community voices are integrated into our strategic planning.

OCE uses best practices in developing community partner advocacy, stressing that the community or partner

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agency should help identify the need that the service-learning activity will address and define roles that students and instructors can effectively fill. Instructors and community partners meet in advance to discuss and clarify service activities and logistics, such as:

- What will students need to know before starting this work?
- What will students do, and why?
- How will students get to the site, if off-campus?
- What is the best communication method?
- Who will provide supervision?
- How will student work be evaluated?
- What happens in the case of an adverse event?

We ask that faculty develop community-partnered programs to address identified and well-articulated community needs. A basic assumption of community engagement is that all partners—faculty, students, and community partners—are both teachers and learners. As community partners have deep knowledge and experience not only in students' assigned organization but in their field, students should enter service-learning relationships with expectations to learn from and with them.

These training workshops have been a part of OCE since its inception, and partnership training has evolved over time in keeping with ever-deeper understanding of community partner advocacy.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?

Yes

E.2.3.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

Reciprocal and sustained relationships with our community partners rest upon the ways in which we hear community perceptions, assess our practices, and make strategic decisions in institutional planning. The Office of Community Engagement hosts a Community Partner Brunch every fall semester to celebrate our community partners, recognize exemplary partnerships with awards, hear partner feedback, and discuss future needs. In training workshops faculty learn the importance of post-service dialogues with community partners.

In collaboration with the Institute for Community Health and Wellbeing (ICHWB), Neighborhood Partners in Action (NPA) fosters communication and collaboration between community stakeholders and the university. Through NPA, the Institute listens carefully to feedback from community leaders and families about services lacking in their area. Faculty, students, and staff then work directly with the community to identify resources they can tap into and areas where university programs could fill gaps. The process aggregates community voices and perceptions toward the development of community-partnered programs to address clarified needs. But the conversation doesn't stop there. NPA initiatives emphasize continued civic dialogue with community partners throughout the partnerships.

Through needs assessments and strategic planning meetings, the Community Advisory Council collects perceptions of residents prior to partnerships, during partnerships, and post service to advance and evolve directions for future collaborations. Civic dialogues with our partner and service communities move us forward

2020: First Time Classification: The Carnegie Foundation for the Advancement of Teaching

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with assurance that mutuality and reciprocity are baked into our intentions, actions, and results.

IV. Reflection and Additional Information

(Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

CSUN has a long history of community engagement, and it has been well-organized in the division of Academic Affairs. Service-learning has been centralized at the divisional level for more than 15 years, with documented policies, faculty and student support, and data systems that tie to the Schedule of Courses and institutional data. Through the planning and preparation process of this application, the campus made strides to better integrate community engagement inter-divisionally. The process fostered institutional conversations and improved alignment for community-based learning, teaching, and scholarship. President Harrison assembled the Presidential Advisory Committee for CE, which represented faculty, administrators, staff, students, and community partners from all units and with diverse perspectives on our community engagement efforts at CSUN. The PAC compiled a set of recommendations for CSUN to strengthen and build on CSUN's robust community engagement efforts.

The PAC continues to advocate for community engagement, as defined by the Carnegie Foundation, increasing investment and participation across units. The recommendations are already in motion. For example, a digital hub to organize campus-wide CE has been funded inter-divisionally; digital badging has been approved by upper administration; new RTP policies and practices are moving through approval processes in colleges and departments. The digital hub will serve as a virtual meet-up for CSUN faculty, students, staff and community partners to match in opportunities for engagement, to share activities and assessments, and to celebrate the many mutually-beneficial partnerships among CSUN and its community partners.

The process revealed incredible synergy in CSUN's efforts to celebrate the community engaged work happening across our campus and within our communities. There is also renewed energy and investment to improve the institutional policies and practices that strengthen these efforts to deepen the practice of community engagement and to further strengthen bonds between campus and community.

(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).

CSUN has over 600 community partners. For our partnership grid, we chose a variety of partnerships to demonstrate the depth, breadth and pervasiveness of community engagement across campus and across disciplines. Several of these partnerships demonstrate sustained commitments while others demonstrate CSUN's continued dedication to engage with new partners across LA county and beyond.

(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.

N/A