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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Application Deadline

May 1st, 2023 at 11:59 PM CST

Data Provided

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's community engagement. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of your community engagement, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

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

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Primary Applicant's Contact Information

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

First Name

Sarah Beth

Last Name

Dempsey

Email

sdd4@stmarys-ca.edu

Phone Number

(925) 631-8543

Title

Director, Community Engaged Learning and Research

Institution

Saint Mary's College of California

Mailing Address 1

1928 Saint Marys Road

Mailing Address 2

CILSA

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

City

Moraga

State

CA

Zip Code

94575

Full Name of Institution's President/Chancellor

Richard Plumb

President/Chancellor's Email Address

president@stmarys-ca.edu

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

2672

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

1063

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

1399

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

216

SECTION 2: Campus, Community, and Community Engagement Context

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

1. If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe its creation in relation to your last classification. Also discuss the context for the creation of the definition, how it was approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus. Please identify the document or website where the institution-wide definition of community engagement appears. If your campus does not have an institutional definition of community engagement but you are on a campus that has multiple definitions reflecting how different units and disciplines interpret community engagement, provide some description and examples here.

In 2012, faculty completed a multi-year process and approved an undergraduate core curriculum that includes community engagement learning (CE) outcomes for all students. The Catholic Institute for Lasallian Social Action (CILSA) staff were key contributors in the conversations about CE.

In 2012, CE was nested within Engaging the World and included learning outcomes in American Diversity, Global Perspectives, Community Engagement, and the Common Good. Here's the specific language: "Students will experientially learn to put academic content to practice while working collaboratively with their community partners. Students will also consider the immediate or long-term impact of their work on themselves, the community partner, and society more broadly." This requires one course (.25) or an equivalent approved co-curricular leadership and service experience. In practice, these courses and experiences included at least 20 hours of community engagement.

The description of the core is available here; "current core" refers to the 2012-approved core, which was launched in fall 2013: https://www.stmarys-ca.edu/academics/core-curriculum

As of fall 2023, Saint Mary's will have a new undergraduate core curriculum and all of our undergraduate and graduate courses will be converted to Carnegie units. A multi-year process created these changes; the spring 2023 advising session included all the changes for fall 2023 implementation. CILSA staff were part of the formation of the new CE component of the core, now called Engaged Learning, and are key to its implementation. This details are available under "new core" at: https://www.stmarys-ca.edu/academics/core-curriculum

In this latest version of the core, Engaging the World has three fields of the requirement: Identity, Power and Equity in the US, Global Issues and Perspectives, and Engaged Learning (EL). In this new core, EL indicates that "students will experientially learn to put academic content to practice while working collaboratively with their community partners. Students will also consider the immediate or long-term impact of their work on themselves, the community partner, and society more broadly." This requires one Carnegie unit at minimum.

These definitions of CE and EL (both 2012-2023 and 2023+) are foundational in faculty's review of courses that seek the CE designation. Faculty utilize a rubric that analyzes proposed syllabi to CE learning outcomes. Since the launch of the current core curriculum in 2013, all the Core Competencies and Core Curriculum Areas have been assessed at least once. These learning outcomes were also the basis for an assessment of the CE portion of the core in 2016 (content analysis of reflections), 2015-2017 (8 academic terms of student surveys), and in 2020 the entire core curriculum underwent an external review.

2. Describe your college or university in a way that will help to provide a context to understand how community engagement is enacted. For an institution with multiple campuses, please describe each campus for which you are seeking endorsement. Include descriptors of special type (regional,

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

metropolitan, multi- campus, faith-based, etc.), location, unique history and founding, demographics of student population served, specific institutional priorities, initiatives and other features that distinguish the institution.

NOTE: The College's enrollment numbers pre-populated in this application do not reflect recent declines. From a high of 4,257 students in 2013 (2,889 undergraduate and 1,368 graduate), in fall 2022 the College had 2,765 students (2,003 undergraduate and 762 graduate). Please note this smaller enrollment as our institutional context.

Saint Mary's College of California is a Lasallian, Catholic, liberal arts institution located in the greater San Francisco Bay Area. The College's newly-approved strategic plan "Transformation 2028" describes our historical context and points to our present.

"From our earliest days, Saint Mary's College of California has been committed to making exemplary education accessible to all. When Joseph Alemany, San Francisco's first archbishop, first conceived of our college in the 1850s, he envisioned an affordable school for the children of working people - the miners, mechanics, and farmers of the rugged West." This early vision is evidenced today in the College's commitment to first-generation students and our designation as a Hispanic Serving Institution (since 2015).

Again, from the strategic plan: "Stewarded by the De La Salle Christian Brothers, we have rooted ourselves in our Lasallian Catholic heritage. We have emphasized service, pursued justice - social, economic, and racial - and developed respectful partnerships with underserved communities. As a vibrant liberal arts institution, we have engaged tens of thousands of students in an intellectually rigorous, transformative whole-person experience."

CE is influenced by the Catholic ideas of the common good, the pastoral cycle of see-engage-act (akin to experiential learning pedagogy), and the central idea that our education and our very being must be directed toward advancing a better world. The Transformation 2028 strategic plan builds on our legacy, recognizes the landscape facing us and rests upon four foundations - two of which communicate institutional-level priorities of the kind of work connected to community engagement. Specifically, the plan indicates that we will 1) Advance diversity, equity, inclusion, and belonging across our campus community; and 2) Exhibit leadership in social justice education, research, and advocacy.

The College strategic plan is available at: https://www.stmarys-ca.edu/about/leadership/president/strategic-plan

3. Describe 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 aligns with the culture and history of the community(ies) partners.

The majority of the College's community engagement does not happen adjacent to the campus. Saint Mary's College is located in Moraga, CA (Contra Costa County), a small town of 16,624, that is 67.1% white, with a median household income of $167,784, and 4.9% of people living in poverty. While there are few opportunities for CE local to campus, and we turn to our west and east to develop hubs of partnerships in certain areas. This strategy is our approach to place-based initiatives.

Oakland (10 miles west of Moraga) has a population of 433,823, that is 75.8% people of color, with a median household income of $85,628, and 13.5% of people living in poverty. Several CE initiatives happen in Oakland. For example, the Jumpstart program has collaborated with Oakland Headstarts and child development centers

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

since 2005. The School of Education has ongoing partnerships with Catholic schools in Oakland, and several summer research and social justice fellowship opportunities are with Oakland partners.

Concord (10 miles east of Moraga), has a population of 124,074, that is 61.1% people of color, with a median household income of $100,011, and 9.1% of people living in poverty. Concord is another center of CE activity. For example, the Monument Crisis Center has been a long-standing partner with the College's CE courses, internships, and VISTA program. De La Salle Academy, designed to provide a solid middle school education to low-income boys, has been a consistent partner since its founding in 2014.

(A three-city comparison is available on the US Census website: https://www.census.gov/quickfacts/fact/table/concordcitycalifornia,oaklandcitycalifornia,moragatowncalifornia/PST045222)

Despite our relative distance from the majority of the College's community partners, we are building a place-based initiative in Alameda, CA (19 miles west of Moraga), and specifically with Alameda Point Collaborative (APC), the largest provider of housing to homeless families in Alameda County. Their mission is to end homelessness by providing housing and services to create communities where formerly homeless families and individuals can flourish. The College has multiple touchpoints across APC's work: employment development, support services, youth, and the social enterprises of the organic farm and plant nursery.
APC: https://apcollaborative.org/

4. Describe how community engagement has been structured and shaped at your campus. This may include the institution's founding and history, community requests/demands for campus responsiveness to community issues, leadership priorities, the evolution of community engagement on campus and in communities, institutional culture (e.g., highly decentralized), or any number of longstanding or recent factors including a response to a legacy narrative that may not always have been positive.

Community engagement, then called service-learning, was a key component of the Liberal and Civic Studies major and the Christian Service Internship since the 1980s. The Catholic Institute for Lasallian Social Action (known as CILSA) was founded in 1999 to provide a centralized location for both service-learning and co-curricular community service. Its founding mission was to create a culture of service and social justice at the College.

The College's/CILSA's early collaboration with the Bonner Foundation and other national networks exposed faculty and staff to professional development related to service-learning, community-based research, and the public purposes of higher education. For example:

2005-2007: Civic Engagement Initiative, FIPSE/Bonner Foundation. CILSA partnered with faculty to strengthen the interdisciplinary Justice & Community minor.

2006-2009: Community-Based Research Grant, Princeton University/Bonner Foundation. CILSA facilitated a campus team to establish community-based research in the undergraduate curriculum. CILSA's Dr. Jennifer Pigza co-edited a volume about CBR which became Community-Based Research: Teaching for Community Impact (Beckman & Long, 2016).

2007-2010: Core Commitments Project, Association of American Colleges & Universities. Dr. Pigza co-facilitated a team of faculty and staff to develop academic and co-curricular initiatives to advance students' personal and social responsibility. Resulted in 12+ new courses.

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

Throughout the early years, the definitions of service-learning and CE were evolving. Between 2008 and 2014, the Social Justice Coordinating Committee developed a classification of three types of CE courses: service-learning, community-based research, and social justice. These were not required in the undergraduate core curriculum, but were required in certain majors. CILSA staff were instrumental in developing the definitions of these courses and in their implementation.

As described above, in 2012 the faculty adopted a new undergraduate core curriculum that included a required CE learning outcomes. Approximately 50 CE courses have been offered each year (prior to the pandemic). A new core curriculum begins in fall 2023, with revised required engaged learning (EL) learning outcomes, also described above.

Since its founding, CILSA has been the institutional home for CE course support, faculty development, curriculum support, partnership development, and student leadership and justice programs. While predominantly focused in the undergraduate curriculum, there have been graduate CE courses and experiences across the years. While we can speak to undergraduate CE, our graduate programs are decentralized and do not have formal CE designation.

In 2014 and with the leadership of Seattle University, Saint Mary's became a founding member of the Place-Based Justice Network (PBJN, https://www.sandiego.edu/mccasa/place-based-justice-network/about.php). Participation in this network advanced CILSA's practice of equity-oriented community engagement, including stronger attention to how white supremacy culture is reflected in our work. CILSA staff have been on the national leadership team for PBJN since its inception.

In 2021, CILSA adopted a new vision and purpose: "Invigorated by our Lasallian, Catholic and liberal arts heritage, CILSA galvanizes Saint Mary's students, faculty, staff and community partners to build equity and liberation through community engaged education, leadership development, and organizational and field transformation" (https://www.stmarys-ca.edu/cilsa). This bold statement reflects our growing commitment to structural change, long-term relationships, and the internal work required for external movement.

5. Describe how community engagement efforts since your last classification have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.

The murder of George Floyd, the COVID pandemic, global warming, and threats to democracy shape our CE praxis.

In summer 2020, Saint Mary's engaged in reflection about our role in structural racism, organizational racism, interpersonal racism, and in white supremacy culture writ large. At CILSA, our head-heart-hands rubric provided a foundation for how we might engage. We shared the following questions publicly on June 25, 2020 (https://docs.google.com/document/d/10JPGQYydql_nto-skoKt-He8p7s1e5XiuFx3BEX4_xw/edit?usp=sharing):

"Head — What knowledge is required to meet this moment? How do we value what constitutes knowledge? Whose voices do we prioritize? What does it mean to decolonize community engagement? How do we confront and dismantle racism in the Catholic Church and higher education?

Heart — How can we accompany students, colleagues and community partners, some of whom are awakening to the realities of racism and some of whom experience it daily? What is the role of courage, lament, solace and

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

rage? How do our own values support or subvert white body supremacy culture?

Hands — How do we translate knowledge into action? What does it mean to support students, colleagues, and community partners in antiracist practices? How do we build antiracist community partnerships? How can we practice healing from white body supremacy culture?"

CILSA's participation and leadership in the Place-Based Justice Network, CILSA's hosting of a campus-wide learning community on whiteness, and increased overt inclusion of questions of equity and belonging in student formation have continued to advance our knowledge and practice of CE in an anti-racist framework. Our theory of change is grounded in equity concerns. We are not done.

At a very practical level, the COVID pandemic drastically impacted CE. Saint Mary's was fully online from mid-March 2020 through spring 2021; we returned in fall 2021 with a mix of online, hybrid, and in-person courses. From March 2020 through spring 2022, much of our CE efforts were driven to indirect projects or simply canceled. Some partners were capable of managing indirect CE, while others were focused on the day-to-day support of their clients and students. Some faculty could pivot, but many needed to focus their attention on a fast switch to zoom learning and family caretaking. The momentum for CE took a significant hit during the pandemic, and we are still recovering.

In northern California, global warming has increased the intensity of fire season. For several recent years, dangerous air quality has affected northern California in summer through fall. This impacts our CE efforts, specifically those programs that are outdoors. For example, extreme weather and poor air quality made work nearly impossible on our campus organic farm for several weeks, thus impacting students' ability to fulfill CE requirements.

The national and global threats to democracy are also felt in our campus community. Politics professor Dr. Steve Woolpert founded the Engaged Democracy Initiative to assist the campus in learning how to talk through differences, to participate in the fundamental act of voting, and to contribute toward political movements that reflect our values and aspirations.

SECTION 3: Quality of Community Engagement Relationships

1. Describe specific systematic actions and strategies used to ensure the institution, academic units (colleges, departments), and faculty and staff are building academic-community partnerships that center mutuality and reciprocity. Please provide one example for each of the following categories of practices that indicate mutuality and reciprocity (maximum word count 1000):

  a. **how the effectiveness of those actions and strategies are shared with partners.**
  b. **how the campus ensures that community partners have "significant voice" and input into institutional or departmental planning.**
  c. **how the systematic data from the feedback and assessment of partnerships is used to improve reciprocity and mutual benefit.**

a) Saint Mary's offers approximately 50 CE courses a year. CE faculty often collaborate with the same

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

community partners each time they teach a CE course to deepen partnerships and build upon previous courses' service work. For each course, CE faculty co-create Course Agreement Forms (CAFs) with community partners to outline service projects and learning outcomes. Community partners are co-educators in CE courses. Faculty members and community partners are in constant communication throughout the semester to provide ongoing feedback about the student service experiences. At the end of the semester, they discuss which projects were successful and which need to be improved, modified, or removed for the next course partnership.

b) In AY20-21, CILSA staff collaborated with CE faculty, alumni, staff, and community partners to develop a Theory of Change. These monthly conversations provided an opportunity for all CE stakeholders to explore the challenges, values, and strategies of engagement work and make change in our community. We documented our challenge: "Communities for equity and liberation are held back internally and externally by white supremacy, capitalism, patriarchy, and other systems of oppression." Highlights of our Theory of Change include the following:

* Values and Guiding Principles - collaboration, adaptability, sustainability, belonging, humility, and justice;
* Focus of Change - students and faculty engaging in transformative learning opportunities; community partners and organizations collaborating to advance equitable distribution of resources; community building resources and connections for collective benefit;
* Organizational Strategies - cultivate a staff that embodies the head, heart, and hands of community justice, love, and power; capacity building (inspiring equity-centered hearts and minds, anti-racism and liberatory training, power-building/policy advocacy) across CE experiences; collaborate with campus and community partners toward organizing and addressing root causes; model a liberatory scholar-practitioner approach to justice for the field, communities, and campus; and
* Anticipated Changes - students authentically and skillfully engaged in personal and systems transformation during college and beyond; faculty, staff, and students collaborate in community building for equity, social justice, belonging, and sustainability; and communities develop and expand loving connections and powerful collaborations.

https://www.stmarys-ca.edu/centers-institutes/catholic-institute-lasallian-social-action/about

c) In 2018, CILSA Director Dr. Sarah Beth Dempsey conducted a community partner study titled "What's in it for us? Assessing Community Partners' Experiences in Community Engagement Activities," and presented her findings at the 2019 International Association for Research on Service-Learning and Community Engagement (IARSLCE) conference. The purpose of this study was to assess community partners' experiences with CE courses and programs. Our community partners are located in under-resourced communities in the San Francisco Bay Area, and the individuals invited to participate in the study were community partners with whom the College collaborates for CE courses, Public Service Internship (PSI) program, MICAH Summer Fellowship, Jumpstart, and the AmeriCorps VISTA program. This research contributed to the understanding of community partners' experiences and their reasons for partnership with the College.

As a foundation for the survey, Dempsey used the Community Partner Assessment of Service Learning created by Western Carolina University's Center for Service Learning and modified the questions to address our partnership interests and created a 40-question Community Partner Assessment of Community Engagement survey. From the list of College community partners, 95 community partners were invited to participate in this study with 98 individual staff receiving the invitation email. Ultimately, 31 individuals completed the survey for a 31.63% response rate. Overall, most of the respondents (58.06%) were community partners with the College for more than three years, 83.30% were nonprofit organizations and primarily addressed areas of education (58.06%), food security (29.03%), and health (25.81%) in their communities. While there are multiple opportunities to collaborate with the College, 82.75% of respondents worked with CE courses. Partners noted

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

that their interactions with the College influenced their capacity to fulfill the mission of the organization through an enhanced offering of services (56.67%), positive economic effects to recruit additional volunteers (62.07%), and an increased value of services (48.28%). The majority of partners (77.42%) wanted to continue to collaborate with the College. Additionally, 86.67% believed that they were able to influence the student learning experience. For partnership challenges, some partners identified demands on staff time (25.81%) and a combined 25.81% noted students did not perform as expected and were not well prepared for service. Many others (38.71%) did not identify any challenges when working with the College.

This feedback allowed CILSA staff to continue to engage with our community partners to meet their needs and address the challenges to improve the partnerships.

2. What changes are apparent in this data since the last classification? What mechanisms for measuring the quality of community engagement does the campus still need to develop? Provide relevant web links.

Institutionally, we do not have mechanisms in place for measuring the quality of CE experiences.

3. Community engaged campuses collect data about the mutuality of community partnerships. Describe the nature of data your institution collects about community partnerships. Describe how the use of disaggregated partner demographic data (specifically by racial and/or demographic groups) is used in your assessment and planning. Please describe at least two but not more than four examples of how this data is used (maximum word count 1000).

We do not collect community partnership data or use disaggregated partnership demographic data for assessment and planning of CE courses and programs. In planning partnerships for the Jumpstart program, we do focus on serving schools where the majority of children are from low-income families (schools with a high rate of free and reduced lunch).

4. Provide an example of collective goals that the campus and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?

For our AmeriCorps VISTA project, we established our goals based on input from our community partners. AmeriCorps defines goals as performance measures, and they are organized into outputs with associated outcomes. For example, a generic AmeriCorps VISTA performance measure can include the output of the "number of organizations that received capacity building services," and an outcome of the "number of organizations that increase their efficiency, effectiveness, and/or program reach." Given that our VISTA project was designed to indirectly support CE courses, we also included a performance measure with the output of the "number of faculty who participate in service projects," and an outcome of the "number of students who participate in service projects."

AmeriCorps members' service activity goals were based on the current needs of the community partners, and members were advised to seek regular guidance on those activities from their direct supervisors and other site staff. Members were expected to document their progress toward their capacity-building goals on a monthly basis using a Google Sheet developed by CILSA as the intermediary sponsor, and verified by each member's

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

direct site supervisor. The data collected via these Google Sheets were compiled into semiannual and annual reports, the submission templates for which were designed by AmeriCorps and required both quantitative and qualitative input. Requirements included performance measures, resource development metrics (volunteers, service hours, and donations), narratives describing overall VISTA project management, and the nature of the members' service activities.

5. Describe how community partners in marginalized communities are compensated for their labor in enriching student learning and faculty research.

Prior to the pandemic, CILSA hosted annual Community Partner Days where we would offer a half-day professional development workshops with a catered breakfast. These events were opportunities for community partners to meet Saint Mary's staff, learn about programs for collaboration, and network with peers at other nonprofit organizations. Each event had a different topic. One year the College librarians provided guest library cards to partners and facilitated a workshop on finding grant resources and professional development opportunities for nonprofit staff. Another year we held workshop sessions on using social media facilitated by a campus librarian, and a grant writing workshop facilitated by the campus grant officer.

CILSA provides financial compensation to community partners for their time and labor as our Partner in Residence. Each academic year we identify a Partner in Residence to meet with staff and faculty, provide training and development, and to become part of the planning process of community engagement initiatives. The Partner in Residence invests approximately 20 hours and is compensated $2,000. In AY 2020 - 2021, CILSA also compensated the community partners who were in our four-month process in which we developed a Theory of Change. Those two partners were paid $1,500 for their time and professional contributions.

In 2022, Professor Loan Dao, CILSA Director Sarah Beth Dempsey, and community partner Teresa Giacoman collaborated on a research project for a CE Ethnic Studies course. Dao and Dempsey received a mini-grant from the Office of Assessment and Educational Effectiveness to compensate Giacoman for her time on this research project and to compensate the CE community partners who participated in this study.

SECTION 4: Academic Community-Campus Partnerships

Describe at least five but no more than eight representative examples of partnerships (i.e., institutional, centers, departmental, and faculty/staff) that illustrate both the breadth and depth of community engagement during the most recent academic year.

Partner #1

Grant funding, if relevant	Some external grant funding, but limited

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Purpose of the Community-Campus Partnership	The purpose of this community-campus partnership is to maintain, grow food and harvest from the half acre sustainable Legacy Garden, while simultaneously engaging students in topics and activities related to fostering diverse, just, resilient and healthy agrifood systems. Activities include but are not limited to organic soil management, composting, pest and weed control, crop planning, irrigation, farm/garden equipment, direct marketing techniques, business planning, and social, equity and environmental issues in the food system. Legacy Garden CE students fulfill the required CE hours, and are also required to attend one off-campus service experience with a local urban food justice organization during the semester.
Length of Partnership	The Garden began in 2009, and has been continuously collaborating with classes and College community members. Students commit the required hours per week over the course of a semester. New cohorts of students start every semester and January Term.
Campus Partner (person, program, department, center, etc.)	Office of Sustainability
Number of faculty involved	4
Number of staff involved	1
Number of students involved annually	67 (varies by year)
Community Partner Contact	Ann Drevno
Impact on the campus	Beyond addressing food insecurity issues on campus, this partnership enhances student learning around issues of unjust and unsustainable agrifood systems, which can be applied to in-class learning and discussions.
Impact on the community	Food insecurity at the College and in the San Francisco Bay Area is not evenly distributed. Many of our food insecure populations are people of color, making this an environmental and racial justice issue. Recent internal data suggests that there is a significant Saint Mary's student population (35%) that identify as food insecure. This partnership addresses the growing needs of Saint Mary's students who are food insecure by building capacity to address food insecurity problems within and beyond our campus.
Community Partner Name	The Legacy Garden
Provide one example as to how reciprocity is enacted through the partnership	This partnership is mutually beneficial. Students' community engagement activities enhance and expand the invaluable distribution outlets for fresh, affordable food to food insecure student populations while also gaining on-the-ground experiences in issues related to environmental stewardship, regenerative agriculture techniques and food justice. The latter of which students can apply to their in-classroom learning.
Titles of Courses Linked to Partnership	* Politics 126: Food Justice * January Term 100: Ecofeminism * JCL 10: Introduction to Justice, Community and Leadership (JCL)
Project/Collaboration Title	Regenerative Agroecology & Food Justice Placements

Partner #2

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Impact on the campus	Students who engage at De La Salle Academy return to campus having benefited from the experience in the ways I described above, and also having a solid grasp on the learning objectives from the courses, which include: * Clarify their own beliefs, values, assumptions and attitudes about service, community, and their faith/spirituality/worldview; * Articulate the challenges of the daily lived experience of the poor and other marginalized groups; * Examine how faith, community, and service can be integral components of meaningful personal and professional lives; * Demonstrate the ability to think critically and act compassionately with humility to promote a more just world; and * Understand the definitions of vocation (as a lens through which to envision meaningful personal and professional lives), the practice of discerning individual gifts for the purpose of discerning vocation, and connections between their community engagement experience with vocation and their role as members of their local communities.
Grant funding, if relevant	n/a
Project/Collaboration Title	Lasallian CE Courses
Number of students involved annually	4
Impact on the community	De La Salle Academy relies on volunteers to provide a quality education to the students they serve. They endeavor to provide wrap-around support to current students as well as graduates, so that they can thrive in their academics, but also socially, emotionally, and spiritually. This takes a lot of time, energy, and personnel, and so the support that our students provide is much appreciated.
Number of staff involved	1
Number of faculty involved	1
Provide one example as to how reciprocity is enacted through the partnership	The students in the "Lasallian Service Internship" (LSI) CE Course spend three weeks of their January Term immersed in the De La Salle Academy community for about six-seven hours per day, five days a week. During this time, they assist the teachers inside the classroom, work with students one-on-one and in small groups outside of the classroom to provide additional academic support, provide supervision at recess and lunch times, and assist with special projects such as library organization or bulletin board design. During these approximately 90 hours that they spend at De La Salle Academy, students are able to give intentional attention to students in need of extra support, giving a boost to their academics as well as to their motivation and self-esteem. They also provide a bit of relief to teachers, who can hand off side projects and thereby have more time for their essential work.What students gain from this partnership is immeasurable, and actually is a bit different for each student. They gain a whole new outlook on education, particularly a Lasallian model of education. They learn how difficult and yet rewarding it is to be a teacher. They gain the confidence of being a mentor to young people, and are able to share themselves for the benefit of others. Time after time, the students who have spent time at De La Salle Academy through the LSI course express that it has been a valuable opportunity for growth, and to think about their own calling in life - how to best use their gifts, talents, and experiences for good in the world.
Length of Partnership	A formal partnership was established in Fall 2017. CE course fall partnerships (one semester) and January Term partnerships (one month)
Titles of Courses Linked to Partnership	* Theology and Religious Studies 17: Living Lasallian; * January Term 174: Lasallian Service Internship (LSI)

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Purpose of the Community-Campus Partnership	This partnership provides students with the opportunity to fulfill their core CE requirement. CE courses require students to "leave the classroom and engage with the world - to apply their intellectual experiences to communities beyond the academy. Students will actively and critically reflect upon these experiences and integrate them in their academic understanding of the world. Students will: 1. Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting; and 2. Demonstrate critical reflection throughout their experience; and 3. Express their understanding of the interconnections between their experience and their responsibilities as members of social or professional communities." (from Principles of the Core Curriculum, Saint Mary's website)
Community Partner Contact	Chris Giangregorio, President, De La Salle Academy
Community Partner Name	De La Salle Academy
Campus Partner (person, program, department, center, etc.)	Carrie Davis, Associate Director, Mission & Ministry Center

Partner #3

Titles of Courses Linked to Partnership	Communication 195: Internship
Grant funding, if relevant	Participating School of Liberal Arts students received Liberal Arts Bridge Program (LAB) Scholarships; League of Women Voters contributed $2,000 towards payment of students
Number of faculty involved	1
Impact on the community	There have been more than 15,000 views on YouTube of the videos, contributing dramatically to statewide understanding of the nuances of these ballot measures. Featured in more than 50 in-person presentations by League of Women Voters chapters across the state.
Community Partner Contact	Janet Thomas
Project/Collaboration Title	League of Women Voters Pro/Con Video Series 2022
Number of staff involved	College staff - 0; League of Women Voters staff - 4
Length of Partnership	Two month collaborations in Fall 2022
Provide one example as to how reciprocity is enacted through the partnership	The League of Women Voters grew their capacity to reach their audience through new methods and mediums, while students learned more about the political process and how state government functions.
Community Partner Name	League of Women Voters of Diablo Valley

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Purpose of the Community-Campus Partnership	In collaboration with the League of Women Voters (LWV), students produced short videos about each of the ballot measures in the statewide election. These videos were shared through social media and in both virtual and in-person presentations to the local community to better understand the ballot measures. https://www.youtube.com/watch?v=VtzdszbTyR0&list=PLeaD9IItvDehr3Y9hfnFMcAa7Go9c76c0
Campus Partner (person, program, department, center, etc.)	Jason Jakaitis, Communication Department
Impact on the campus	Communication students developed experience working with a client on a deadline for content that made an impact on a large scale; Performing Arts students received professional acting experience and added material to their resume.
Number of students involved annually	12

Partner #4

Number of students involved annually	26 students (varies); 2 AmeriCorps VISTA Members
Number of staff involved	4
Impact on the community	One ongoing impact is related to health and safety. Saint Mary's students' air, soil and water analysis provide consistent feedback to APC about the potential threats in their environment (a former Naval air station).
Community Partner Contact	Doug Biggs, Executive Director
Provide one example as to how reciprocity is enacted through the partnership	Faculty and staff consistently develop CE projects and initiatives in collaboration with APC staff, and in the case of Bay Area Youth Collaborative (BAY) with the youth in the community. Additionally, CILSA's Executive Director Jennifer Pigza has served on the APC board since 2019.
Grant funding, if relevant	AmeriCorps VISTA Grant
Number of faculty involved	1
Project/Collaboration Title	Partnership with Alameda Point Collaborative (APC)
Length of Partnership	CILSA has partnered with APC since shortly after we were both founded in 1999. The lengths of partnership vary by program from one semester (CE courses) to one year (BAY, AmeriCorps VISTA).
Titles of Courses Linked to Partnership	* Chemistry 119: Environmental Chemistry * Earth and Environmental Science 60: Urban Environmental Issues
Community Partner Name	Alameda Point Collaborative (APC)

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Purpose of the Community-Campus Partnership	Establish long-term, place-based service experiences.
Campus Partner (person, program, department, center, etc.)	CILSA Staff: William Besson (AmeriCorps VISTA Program); Sarah Dempsey (CE courses); Samantha Giordano (MICAH Summer Fellowship and BAY Collaborative)
Impact on the campus	APC has been a long-term partner and is committed to collaboration with the College. The APC staff view themselves as co-educators and support Saint Mary's students and VISTAs in their academic growth and professional development.

Partner #5

Grant funding, if relevant	AmeriCorps VISTA Grant
Community Partner Name	Oakland Public Education Fund (OPEF)
Impact on the community	Saint Mary's students are consistently invited back into the classrooms and schools in Oakland. The one-on-one tutoring and teacher assistance benefits children in their learning and persistence in school.
Impact on the campus	Oakland Public Education Fund provides hands-on, classroom experiences for undergraduate students interested in teaching. Additionally, they were our first community partner to create remote service experiences during the pandemic. They created an online tutoring portal for elementary students. They were mindful of our CE requirement and our shortage of partners during the pandemic, and they had a huge need for 1:1 and small group tutors. At the peak of the pandemic, they collaborated with six CE courses in one semester.
Number of students involved annually	59 students; 1 AmeriCorps VISTA Member
Project/Collaboration Title	Partnership with Oakland Public Education Fund
Number of staff involved	3
Provide one example as to how reciprocity is enacted through the partnership	We consistently provide the services requested by teachers and staff; we co-developed a training for all Saint Mary's students working in Oakland schools that explores equity issues in education, the impact of white supremacy culture in education, and how it related to their own engagement.
Number of faculty involved	4
Community Partner Contact	Teresa Giacoman
Length of Partnership	We established a formal partnership in 2016. The lengths of partnership vary by program, ranging from one semester (CE course) to one year (AmeriCorps VISTA)
Titles of Courses Linked to Partnership	* Education 20: Introduction to the Teaching Profession * JCL 10: Introduction to Justice, Community and Leadership (JCL) * Math 99: Math Games; Psychology 144: Middle Childhood

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Purpose of the Community-Campus Partnership	To create direct and indirect service experiences for students that will have lasting impact in Oakland Public Schools, children, and families.
Campus Partner (person, program, department, center, etc.)	CILSA Staff: William Besson (AmeriCorps VISTA Program); Sarah Beth Dempsey (CE courses)

Partner #6

Impact on the community	This project is funded by the U.S. Department of Education's Mid-phase Education Innovation and Research Grant Impact on the community: Ongoing partnerships with area school districts provide the training and support that help schools need to improve academic and behavioral outcomes. The aim of the proposed mid-phase project will be to develop, implement and evaluate scalable practices for an evidence-based, elementary school intervention: Class-Wide Function-related Intervention Teams (CWFIT) program (see www.cwfit.ku.edu and YouTube "cw-fit").
Project/Collaboration Title	Supporting High-Needs Elementary Students with the Class-Wide Function-related Intervention Teams (CW-FIT Program): Building for Scale and Sustainability
Provide one example as to how reciprocity is enacted through the partnership	The school districts benefit through training and technical assistance and the College benefits by gathering efficacy data and continuing to hone the intervention.
Titles of Courses Linked to Partnership	None
Campus Partner (person, program, department, center, etc.)	Kalmanovitz School of Education - Jeannie Harberson (Research Project Coordinator) and Carol Ann Gittens (KSOE Dean)
Impact on the campus	The campus benefits from this project by the visibility it gives Saint Mary's College in local communities and strengthens the connections to local institutions.
Purpose of the Community-Campus Partnership	The purpose of the project is to train school personnel to implement an evidence-based intervention called Class-Wide Function-related Intervention Teams (CW-FIT) to increase academic engagement and decrease challenging behaviors in the classroom.
Grant funding, if relevant	This project is funded by the U.S. Department of Education's Mid-phase Education Innovation and Research Grant.
Community Partner Name	Mount Diablo Unified School District and Brentwood Union School District
Number of students involved annually	1 Graduate Research Assistant
Length of Partnership	It is a 5 year study
Number of staff involved	1
Number of faculty involved	1

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Community Partner Contact	Jorge Melgoza (MDUSD) and Emily Richards (BUSD)

Partner #7

Titles of Courses Linked to Partnership	Psychology 11: Early Childhood Literacy Development
Campus Partner (person, program, department, center, etc.)	Bianca Meza, Assistant Director for Jumpstart in CILSA
Purpose of the Community-Campus Partnership	As part of Jumpstart's mission to ensure children enter kindergarten prepared to succeed, members work to provide high-quality services to children through Jumpstart classroom service and planning. Jumpstart provides members with the training, coaching, and support to ensure that all of Jumpstart's activities provide children with high-quality, developmentally appropriate experiences and supportive interactions with well-trained adults. Jumpstart programming supports the success of all children by: * Embracing a culturally competent approach to curriculum implementation that values diversity and children's unique strengths, language backgrounds, and cultures. * Utilizing developmentally appropriate practice, including facilitating intentional powerful interaction and positive guidance strategies. * Engaging children in playful learning experiences with an emphasis on valuing children's emotions, voices, and perspectives. * Holding all children to high expectations while striking a balance of adult-led and child-initiated learning. * Supporting children's development of oral language and social-emotional skills in an inclusive environment where children feel safe, valued, respected, seen, and heard. (Source: https://www.jstart.org/our-work/program/)
Community Partner Contact	Truyen Tran
Length of Partnership	Jumpstart has been operating at Saint Mary's since AY 2005-2006.
Provide one example as to how reciprocity is enacted through the partnership	In addition to supporting children to be successful for kindergarten, the Jumpstart program offers college students the opportunity to develop transferable workplace skills beyond the field of education. Preschool teachers have access to extra resources and staff support, and students gain mentors and a sense of belonging within.
Number of faculty involved	There is one faculty member from the Department of Psychology who teaches a weekly training in the fall semester.
Number of staff involved	There is one full time staff member, CILSA's Assistant Director for Jumpstart, in addition to three part-time support staff in a variety of positions.
Community Partner Name	Manzanita CDC, Centro Infantil de la Raza, and Highland CDC
Impact on the community	We do not yet have this year's data; however, in AY 2019 - 2020, Jumpstart students served in six classrooms and reached over 135 children. In March 2020, the entire program successfully transitioned to Zoom and YouTube to support young children during the pandemic. Nationally, 66% of children in Jumpstart made vocabulary gains beyond what would be expected given typical development; we do not have site-specific impact data.
Number of students involved annually	There are currently 16 students involved, in part due to staff restrictions in classrooms because of the pandemic.
Project/Collaboration Title	Jumpstart

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Grant funding, if relevant	$124,184 in federal funding was awarded to the Jumpstart program at Saint Mary's College of California through AmeriCorps.
Impact on the campus	In AY 2022-2023, Jumpstart employed 15 students. This employment opportunity provides students with an opportunity to earn community engagement credit, which is a graduation requirement of the college. Jumpstart also provides students with an opportunity to earn credit through the Psychology Department. In 2018, an internal research project concluded that Jumpstart was a high impact retention program and Jumpstart students graduated at a higher rate than their peers.

2. In comparing the partnership responses from your previous classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

Since our previous classification, we have doubled the number of CE courses offered, implemented an AmeriCorps VISTA program, and expanded/created service-based co-curricular programs and internships. We established deep community partnerships with nonprofit organizations such as Alameda Point Collaborative (APC) and Monument Crisis Center, that collaborate with all of our CE courses and programs. We learned that partners want to have deeper and meaningful partnerships that benefit multiple units of their organizations and serve their communities more broadly. For example, our partnership with APC started with a service-learning Chemistry course doing soil analysis and expanded to APC hosting AmeriCorps VISTA members in their Fund Development and Urban Farm departments, collaborating with CE faculty for projects on political activism, childhood nutrition, and water contamination, creating after school teen program activities with CILSA's Bay Area Youth Collaborative (BAY) program, and providing summer housing for MICAH Summer Fellowship. CILSA Executive Director Dr. Jennifer Pigza joined the APC Board of Directors in 2019, and is now secretary.

3. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

The College has been a member of the Place Based Justice Network (PBJN) (https://www.sandiego.edu/mccasa/place-based-justice-network/) since 2014, with CILSA staff on PBJN's steering committee since 2018. As an active member in the network and its leadership, we have demonstrated a commitment to community partnerships through an anti-oppressive and anti-racist approach. These partnerships are grounded in authentic collaboration and reciprocity through the network's values (https://www.sandiego.edu/mccasa/place-based-justice-network/about.php) which are:

* We are committed to an anti-oppression framework that recognizes intersectionality.
* We pursue partnerships and initiatives that are long-term, reciprocal, and grounded in a deliberative process.
* We emphasize actions that are defined by community-identified goals that foster self- determination.
* We recognize that change occurs through continuous individual and collective learning and action.
* We honor that this work involves openness, integrity and humility.

In CILSA, our commitment to these values has led to more authentic and reciprocal collaborations, including:
* Creating a Partner in Residence paid position (https://docs.google.com/document/d/1e-0pMPC2bTyI7JHD_bCya4_X2n_0NCuchaD_Tr7I1-4/edit);

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

* Establishing transparent budgeting for co-curricular programs;
* Becoming paid members of community partner's networks (Genesis - https://www.genesisca.org); and
* Focusing partnerships on specific geographic locations (specifically in Oakland and Alameda).

We are an AmeriCorps VISTA Program intermediary sponsor. We established partnerships with four higher education institutions and 12 nonprofit organizations. We intentionally created broad performance measures in order to accommodate a wide variety of competencies and expectations inherent in the professional relationship between VISTA members and nonprofit site supervisors, which allows for authentic relationships to develop. We intentionally center community partner input without overburdening them with additional administrative duties and without threatening punitive measures to ensure their compliance. Our approach has always been to listen to and empathize with the partner site staff, and make it clear that we see our role as project sponsor is to provide as much support as possible, with the common understanding that their participation in our project was the only reason our project could exist in the first place. Building trust with partners in this way is critical for the sake of collaboration, demonstrating our respect for them and their work, treating them as valued team members.

In practice, this means:
1) doing as much administrative work on our end as possible;
2) making any work we require of them as simple as possible;
3) anticipating as much of their needs, concerns, and assets as we could from our perspective;
4) never assuming or suggesting we know better;
5) always assuming their best intentions and utmost integrity; and
6) communicating all of this concretely and concisely.

Largely, this has resulted in relationships with site staff characterized by open, honest, and transparent communication and mutual respect, which meant most problems came to light quickly and were thereby resolved quickly. Another positive result was minimal interference with the smooth running of organizational operations, which helped our AmeriCorps members to feel supported by their site supervisors instead of micromanaged.

https://web.archive.org/web/20230204084739/stmarys-ca.edu/vista

SECTION 5: Institutional Identity and Culture

1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

- **Indicates their perception of where community engagement fits into their leadership of the institution,**
- **Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and**
- **Discusses how engagement is institutionalized for sustainability in the institution.**

Please EITHER copy and paste the text of the letter in the following textbox

-- empty or did not respond --

OR upload a PDF copy of the letter below:

- Carnegie-Provost Letter.pdf

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

Annual addresses/speeches (maximum word count 500):

Annual Addresses: President's State of the College (2023)

"Transformation 2028 will indeed transform the College, but we will never lose sight of our core mission and we will stay true to our values and history. We are rooted in our Lasallian Catholic heritage, and that will not change. Our emphasis on service, justice (social, economic, and racial), and respectful partnerships with underserved communities must and will remain."
https://docs.google.com/document/d/1yCbkNvenkX1omcnf-3r-aQ7RBvdXhQLbxA_4q8e2Fow/edit?usp=drivesdk

Published editorials (maximum word count 500):

The College doesn't write editorials.

Campus publications (maximum word count 500):

* Core Curriculum Website (2023)
Engaged Learning requirement: "Students will experientially learn to put academic content to practice while working collaboratively with their community partners. Students will also consider the immediate or long-term impact of their work on themselves, the community partner, and society more broadly."
https://www.stmarys-ca.edu/academics/core-curriculum

* Sustainability Report (2020)
61 employees are engaged in sustainability research with faculty, independently, and as part of CE courses.
"During her 2019 summer research project Esther Woo '20 in collaboration with Professor Joel Burley deployed a temporary PurpleAir monitor on campus while developing plans for a permanent air-quality station. In her last

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

year at Saint Mary's, Woo garnered enough support and funding to purchase and install a permanent monitor on campus. This summer, Woo and Burley with the help of Facilities Services, saw the project to fruition when the monitor was installed and started for the first time on the Joseph Alioto Recreation Center."
https://www.stmarys-ca.edu/sites/default/files/2023-01/2020_annual_sustainability_report.pdf

* Strategic Plan (2023)
"Transformation 2028 builds on our legacy, recognizes the landscape facing us, and rests upon four foundations. ... 4) Exhibit leadership in social justice education, research, and advocacy." ... "We will expand opportunities for students to access experiential and practical learning components in their academic programs and deepen external partnerships throughout the Bay Area to reinforce these educational opportunities."
https://d15k2d11r6t6rl.cloudfront.net/public/users/Integrators/BeeProAgency/529666_510527/SMC%20Strategic%20Plan_Transformation%202028_final.pdf

* College News: Voter Friendly Campus (2023)
"In a nod to the institution's successful efforts to increase the campus's participation in voting and elections, Saint Mary's College of California has been named as one of just seven Voter Friendly Campuses in California. ... This latest designation underscores the College's national reputation for excellence in student voting" said Politics Professor Steve Woolpert. "By engaging in the democratic process, our students learn to see themselves as individuals with a responsibility to contribute to their communities. It's a tribute to our students, and we should be proud of them."
https://www.stmarys-ca.edu/news/saint-marys-college-california-recognized-efforts-engage-students-politically-ramp-voting

Other (maximum word count 500):

Diablo Magazine's 2022 Wonder Women, featuring Justice, Community, and Leadership Professor Manisha Anantharaman (2022)

"Sustainability is Anantharaman's passion, and she uses it to challenge students. "I think this question of sustainability is fundamental to everybody's life," says Anantharaman. "It's about: What are the things that are important to us right now that we want to hold on to in the future What might undermine capacity to do this for more people today, given that so much of our world's populations still live in poverty My impetus is to get students to think about these deep questions."" https://www.diablomag.com/people-style/people/diablo-magazine-s-2022-wonder-women/article_147a9298-c5ab-11ec-ba68-ffaf2a8c80c5.html

3. Describe how your campus mission and vision reflect an institutional commitment to community engagement. Provide a quote from the mission and/or vision statement that best represents your institution's commitment to community engagement.

The recently-adopted strategic plan, Transformation 2028, begins with a focused mission that includes the seeds for a strong commitment to community engagement:

Mission: Grounded in its Lasallian, Catholic, and liberal arts heritage, Saint Mary's College is a student-centered learning community committed to transformative, equitable, and inclusive teaching, the passionate pursuit of knowledge, and expansive access to a practical education that empowers students to make lasting change in the world. (Emphasis added.)

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

The Lasallian Core Principles also reflect the value of community engagement:
* Concern For the Poor and Social Justice: We are in solidarity with the poor and advocate for those suffering from injustices.
* Faith in the Presence of God: We believe in the living presence of God in our students, our community and our world.
* Quality Education: We engage in quality education together as students, staff and faculty by thinking critically and examining our world in light of faith.
* Respect for all Persons: We honor and respect the dignity of all individuals.
* Inclusive Community: We celebrate diversity and welcome all members of our community.

And finally, at the level of the undergraduate core curriculum, the throughline of a commitment to CE is evidenced: "Engaged Learning: Students will experientially learn to put academic content to practice while working collaboratively with their community partners. Students will also consider the immediate or long-term impact of their work on themselves, the community partner, and society more broadly."

4. Specify changes in executive leadership since your last classification and the implications of those changes for community engagement.

There have been multiple executive leadership changes since our last classification. Those in the president and provost are of most significance to the work of community engagement.

The President: Brother Ronald Gallagher completed his presidency in 2013, and was followed by the College's first non-Brother president Dr. James Donahue who served until 2021. Dr. Richard Plumb became president of the College in July 2021, and in April 2023 announced his departure. Until an interim president begins in July 2023, Executive Vice President and Provost Corey Cook is leading senior staff.

The Provost: Bethami Dobkin served as Provost from 2008-2018, and was followed by Margaret Kasimatis. In 2022, Corey Cook became Executive Vice President and Provost.

Since 2012, the reporting location of CILSA has also changed, though always within academic affairs. CILSA has reported to the Assistant Vice Provost for Engagement, the Vice Provost for Undergraduate Academics, the Vice Provost for Academic Affairs (graduate and undergraduate), and now to the Provost directly.

The elevated location in the reporting structure of the institution reflects the College's commitment to community engagement. It is especially valuable that Provost Cook directed a center for community engagement at a previous institution. He understands the power and possibility of this work.

5. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.

CILSA presents annual CE awards to a student leader, faculty member, staff member, community partner, and alumni who exemplify our values and approach to community engagement and community change.

Community-based research and CE-related scholarly efforts are included in the annual faculty scholars reception.

Two valedictorians in the past 10 years have been CILSA student leaders: Justher Gutierrez (2014) and Andrew

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Nguyen (2015). Both students spoke of the impact of CE and CILSA in their undergraduate education. Justher is now a community organizer and Andrew is a high school teacher.

CILSA staff member Ryan Lamberton received the campus-wide Inclusive Excellence award in 2016.

6. Describe how community engagement is defined and planned for in the institutional strategic plan and provide quoted examples from the strategic plan that demonstrate a clear definition and specified steps for achieving deep and pervasive community engagement at your institution.

CILSA's Executive Director and Associate Provost Dr. Jennifer Pigza currently serves as a co-chair of the institution's strategic plan implementation process. The recently-adopted strategic plan "Transformation 2028" includes four foundations, one of which is in direct support of community engagement: The College will "exhibit leadership in social justice education, research, and advocacy."

Other quotes also support the College's development of pervasive and deep CE and our fulfillment of the public purposes of higher education:

"We will … expand the depth and breadth of our interdisciplinary programs that speak to the big challenges and aspirations of the world."

"We will expand opportunities for students to access experiential and practical learning components in their academic programs and deepen external partnerships throughout the Bay Area to reinforce these educational opportunities."

"We will design and implement curricula that prepare students to 'demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures (and) engage in anti-racist practices that actively challenge the systems, structures, and policies of racism' (National Association of Colleges & Employers)."

"Saint Mary's will enrich the student experience and deepen student engagement within the Bay Area by developing partnerships with community organizations and building connections with Bay Area public, private, and non-profit sector organizations to increase internship and community engagement opportunities."

"We will launch a distinctive, comprehensive, place-based Institute for Environmental Justice & Sustainability to serve as a regional hub for advancing equitable and sustainable solutions for the campus and beyond."

(https://www.stmarys-ca.edu/about/leadership/president/strategic-plan)

7. Describe how community engagement is emphasized as part of the institution's brand message identity or framework.

For many years, Saint Mary's has leveraged its inclusion in "Colleges that Change Lives" (https://ctcl.org/saint-marys-college-california/). Their text states that "The Lasallian tradition fuels the college's perspective on teaching and learning: Education is powerful, and it comes with a deep responsibility to improve the world. It's a mechanism of change."

The current landing page for undergraduate admissions includes: "We know better than anyone that student

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

time outside the classroom is just as important as time inside it —so students have ample opportunities for study abroad, service learning, and internships that connect them with top employers across a variety of industries."

Student leaders with CE experience are routinely profiled in campus media. For example, in March 2023, Jasmin Hill told of her experience in a CE summer fellowship that "changed everything." (https://www.stmarys-ca.edu/news/their-own-words-bsu-president-jasmin-hill-23-summer-changed-everything)

The College's recently-released brand messaging (https://www.stmarys-ca.edu/go)
includes both direct and indirect connections to community engagement, beginning with the tagline: Inspire. Engage. Transform.

Finally, advancement recently highlighted a CE student leader in a thank-you video to donors. View it here: https://www.youtube.com/watch?v=oZwnjWBmdkM

SECTION 6: Infrastructure and Finance

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

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

Provide any relevant links that support the narrative.

CILSA was founded in 1999, with a focus on building a culture of service and social justice; it invested the 2010s in formalizing CE as a pedagogy and tool for student development; now, we are increasingly focused on what we consider the more prophetic edge of engagement. Our Theory of Change focuses on liberation, equity, partnerships, and personal, institutional and field transformation. (https://www.stmarys-ca.edu/centers-institutes/catholic-institute-lasallian-social-action/about)

Since 2012, CILSA's reporting line within academic affairs has evolved. CILSA has reported to the Assistant Vice Provost for Engagement, the Vice Provost for Undergraduate Academics, the Vice Provost for Academic Affairs (graduate and undergraduate), and now to the Provost directly.

CILSA's budget has remained strong. The AY 2022 - 2023 budget includes:

Salary and benefits (internal): $399,695
Operating funds (internal): $78.415
Endowment yield (internal): $48,900
Federal work study (internal): $43,000
Other grants and gifts (external): $8,000
VISTA grant and partner fees (external): $694,458

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Jumpstart grant (external): $124,184
GRAND TOTAL: $1,396,652

CILSA's operating funds include resources for CE in the core curriculum. This includes reimbursement for students' travel, background checks, and health screenings; faculty development; community partnership development; and our annual fee to GivePulse.

CILSA's Head+Heart+Hands Endowment has grown substantially since our first classification. Initiated in 2013 with an initial gift of $250K, the endowment yield for AY 2022 - 2023 is $48,900. We are currently in a second round of a matching gift campaign. Once completed (by 2025), CILSA's endowment will have approximately $1.5M and yield approximately $75K annually. The majority of funds are used for student wages, fellowships, and partnership activities.

Saint Mary's lost a significant amount of federal work-study during the pandemic because of our under-usage and a Financial Aid staff error. For nearly 20 years, the College has invested approximately 25% of its total FWS toward CE programs - exclusively in CILSA. We constricted our programs in response to the pandemic-related decrease and are pleased that FWS funding is reinstated next year. CILSA's allocation will increase from AY 2022 - 2023's $43,000 to $120,000 in AY 2023 - 2024. These FWS wages are used for Jumpstart students and our teen outreach program called Bay Area Youth Collaborative (BAY).

CILSA currently has 7 staff (6.80FTE). Of these staff, four are paid by the institution. Two are funded externally, and one is funded by a combination of internal and external funds. CILSA also has an affiliated (and unpaid) emeritus faculty member who leads the Engaged Democracy Initiative. CILSA's org chart is here: https://www.stmarys-ca.edu/centers-institutes/catholic-institute-lasallian-social-action/staff.

Since our last classification, CILSA grew our AmeriCorps VISTA program enough to require a 1.0FTE CILSA Assistant Director for VISTA. This position is funded entirely through external funds.

Another change since the last classification is the loss of CILSA's Administrative Coordinator in summer 2021. CILSA managed for a year without this role. In summer 2022, we combined resources from our operating budget and the Jumpstart grant to create a .80 FTE to support CE courses and Jumpstart payroll and compliance.

2. As evidence provided for your earlier classification, you described internal budgetary allocations dedicated to supporting institutional engagement with the community and whether these funds were permanent or temporary.
For re-classification, describe the most recent internal budgetary allocations dedicated to supporting institutional engagement with the community, and what has changed, if anything, with the budgetary allocations since the last classification. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.

Saint Mary's has concentrated its budgetary allocations for CE in CILSA. As described above, these institutional resources include funds for staff, the undergraduate CE core curriculum requirement, programs, and community-based federal work study. These are permanent, annual allocations.

Institutional engagement with the community is also evidenced in CILSA's strong partnership with Advancement and with the Office of Research. Working together with multiple staff from these units, we raise funds for programs from both public and private entities. These are temporary, project-based funds. In the last

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

ten years that has included: AmeriCorps, Jumpstart, Crescent Porter Hale Foundation, Rust Charitable Foundation, Wells Fargo, US Bank, Donner Foundation, Soda Foundation, and California Campus Compact (now LEAD California).

3. As evidence provided for your earlier classification, you described strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement. For re-classification, describe the most recent strategic fundraising efforts and/or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.

The College's most strategic and comprehensive fundraising for CE is through CILSA's Head+Heart+Hands Endowment. The endowment was created in 2013, with an initial gift of $250,000 and a 1:1 matching campaign. After successfully fulfilling the match campaign, the Endowment had $500,000. The lead donors returned in 2020, with an additional $250,000 gift and a 2:1 matching campaign. The College is 60% complete with this second challenge and will fulfill it by 2025. For the past 10 years, an Advancement colleague has been assigned to work with CILSA on this endowment. CILSA Executive Director Dr. Jennifer Pigza meets monthly with Advancement to discuss strategy and progress toward the match.

The growth of the College's AmeriCorps VISTA program was also significant in the past 10 years. We initiated our VISTA program to better serve community partners, and then, replicated those efforts in other university's community partnerships. The grant began in 2015 with three AmeriCorps members serving at three of our community partner sites. The program peaked with 14 members serving at 12 community partner sites and five universities including Saint Mary's, and currently has eight members serving at six community partner sites with the College and Stanford University.

4. Describe any specific community investments made by the institution and/or the business practices adopted by the institution that complement and align with community engagement efforts. Provide at least two but not more than four examples from the following practices (maximum word count 1000):

    a. **Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.**
    b. **Description of the specific mechanisms that are employed to assure community benefit when the campus is involved in local property acquisition and real estate development.**
    c. **Description of the campus's participation in a local Payment in Lieu of Taxes (PILOT) program.**

We solicited assistance from our Business Office to answer this question. Unfortunately, we are unable to provide examples of specific community investments or business practices, and we do not have a centralized purchasing process. Furthermore, PILOT is not applicable in our situation.

5. Describe the ways that your campus provides unencumbered financial resources to local

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

communities of color and/or other historically marginalized communities.

The College provides unencumbered financial resources to two local communities annually; this is ongoing for many years now. The first is the College's annual membership to Genesis ($2,500). Genesis unites and activates a multiracial, income-diverse community to promote effective, equitable solutions to stubborn regional problems. The College has partnered with Genesis since 2016. The second is an annual sponsorship of Alameda Point Collaborative (APC) ($3,500). APC is working to end homelessness by providing housing and services to create communities where formerly homeless families and individuals can flourish.

As a result of the pandemic, CILSA pivoted our MICAH Summer Fellowship in 2020, and engaged nine alumni in remote project work for community partners serving low-income and historically marginalized communities. The alumni received a stipend for their work (in acknowledgement of their underemployment during the pandemic and for their expertise). Additionally, four partners received cash assistance: $1500 to Genesis, $1500 to Attitudinal Healing Connection, $450 to Agencia Migrante, and $3,000 to Alameda Point Collaborative. This funding supported many partners in being able to adapt and continue to safely offer services to communities. For example, Agencia Migrante, an organization supporting asylum seekers, used their funding to purchase personal protective equipment including masks, plexiglass, and gloves.

Genesis: https://www.genesisca.org/
Alameda Point Collaborative (APC): https://apcollaborative.org/
MICAH Summer Fellowship: https://www.micahfellows.org/
Attitudinal Healing Connection: https://www.ahc-oakland.org/
Agencia Migrante: https://www.facebook.com/AgenciaMigrante/?locale=es_LA

SECTION 7: Institutional (Campus-Wide) Tracking, Monitoring, and Assessment

1. Describe the mechanisms for systematic assessment of community perceptions of the institution's engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What mechanisms for assessment of community partner perceptions does the campus still need to develop? Provide relevant web links.

Institutionally, the College needs to develop mechanisms for assessment of community partner perceptions of the institutional engagement with the community.

Pre-pandemic, CILSA Director Dr. Sarah Beth Dempsey would email surveys to partners for feedback on CE partnerships, and would receive a very low response rate. Partners were too busy with their community work to respond. Dempsey received a slightly higher response to email inquiries about the partnership experience, but that was all anecdotal. CILSA staff, program coordinators, and CE faculty have ongoing conversations with community partners about partnerships, but there are currently no systems in place for gathering data.

While some of our AmeriCorps VISTA members may have developed surveys to assess community perceptions of their nonprofit service site's engagement with the community, none of them were involved in assessing community perceptions of the College's engagement. Systematic assessment of our nonprofit service site's perceptions of our engagement with them was facilitated through the aforementioned relationships developed, checking in on a regular basis with the member and their supervisor, and keeping lines of communication open

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

and honest based on the foundation of trust. In ideal situations, the community partner involved with institutional engagement is an actual representative of the community, and not simply a representative of an organization that exists to serve that community. We do not automatically assume that representatives of the nonprofit organization are representative of the community. That being said, we value our nonprofit partners and their work in the community, we trust them to manage their own relationships with the community, and we offer resources and support for the nonprofit partners to conduct community assessments at their discretion.

2. Describe how the institution maintains systematic campus-wide tracking or documentation to record and/or track engagement with the community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links.

The College does not have systematic campus-wide tracking for CE. Service-based programs, such as AmeriCorps VISTA, MICAH Summer Fellowship, and Bay Area Youth Collaborative (BAY), all record hours directly with program supervisors and/or partners. There is no online reporting system for them.

CILSA is currently working with GivePulse to add features to collect data for co-curricular activities across campus in addition to the already collected CE course data. Since 2019, all CE students have recorded their service hours in the online platform GivePulse, which we have rebranded for our campus and call GaelsEngage (https://stmarys-ca.givepulse.com/group/204493-CILSA-Catholic-Institute-for-Lasallian-Social-Action).

Students record their service hours in GaelsEngage and faculty and/or community partners verify their service. CILSA Director Dr. Sarah Beth Dempsey monitors the hours and maintains communication with CE faculty to ensure students complete the required minimum 20 hours of service for graduation. Any concerns are elevated to the CE Working Group Chair and/or Core Curriculum Committee Chair. At the end of each semester, the hours are compiled to be documented in the CILSA annual report.

Jumpstart students track their hours through a platform called America Learns (https://americalearns.net/index.cfm?event=program.home&programpath=jstart). Students submit hours bi-weekly and document direct service hours as well as preparation and training hours. The Jumpstart Site Manager reviews hours on a bi-weekly basis. Hours are cross checked with attendance sheets and sign-in sheets. This data is used to track student's progress towards their goal of completing 300 hours per school year. Per Americorps guidelines, eighty percent of those hours must be directly served in community with children or families, or preparing curriculum. Twenty percent of those hours may be training. Additionally, attendance is taken each day students are present in the classroom. This data is used in congruence with data collected in America Learns to calculate the amount of hours a child engages with a Jumpstart student. It is entered online on a monthly basis.

In our previous classification, CILSA and the Social Justice Coordinating Committee (SJCC) used an inventory sheet to collect data about service-learning, social justice, and community-based research courses as well as co-curricular activities. The data collected included course/program summaries, student demographic information, and number of service hours. The SJCC dissolved in 2014, and CILSA no longer collects data from other campus departments.

3. For your institution, what are the standards of high-quality community engagement that the campus aspires towards and how were those standards determined (who was involved, what was the

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

process, and how are they implemented)?

The CE course proposals are reviewed by the Community Engagement/The Common Good Working Group to determine if the courses meet the CE learning outcomes as defined by the Core Curriculum Committee (CCC). The Working Group makes recommendations to the CCC for course approval and CE designation. The department chairs review student course evaluation feedback at the end of the semester to determine if the courses are meeting the standards. All adjunct faculty have class observations by the department chairs to be certain they are fulfilling the learning outcomes and meeting expectations determined by the departments.

4. Describe any campus-wide assessments or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and pervasiveness of community engagement at your institution.

In December 2020, the College completed an external program review of our undergraduate core curriculum. The feedback was that CE is likely transformative for students. The reviewers suggested that the CE component would benefit from a cost/resource intensive-benefit analysis in order to maintain the sustainability of CE and create more cohesion between the Core Curriculum Committee and CILSA to improve CE. The reviewers also noted that CE is resource-intensive for faculty, creates an inequity and burden on women faculty, adjuncts, and faculty of color, and appears to sometimes be resented by students who are placed into an experience rather than allowed the opportunity to explore.

In AY 2022 - 2023, the Academic Senate approved a new core curriculum to be implemented in fall 2023, which will address some of these issues noted in the external review. The Core is working closely with CILSA Director Dr. Sarah Beth Dempsey for implementing the new requirements for Engaged Learning (EL). The EL requirement has expanded beyond CE courses and students will also be able to fulfill the EL requirement with an independent study course, summer research program experience, and EL internship. The College is also converting courses to Carnegie Units. This will improve equity for faculty teaching EL courses, predominantly women and faculty of color, because they will be compensated for each EL unit they teach. The current practice is for new CE faculty to receive $500 stipends after teaching each of their first two CE courses.

5. Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used? What changes are apparent in this data since the last classification? What mechanisms for aggregating assessment data does the campus still need to develop? Provide relevant web links.

The institution does not collect data across campus for a holistic understanding of community engagement. In our 2020 external Core Curriculum Review, the recommendation was to hire a Director of Assessment for campus-wide assessment needs. This new staff member will begin in summer 2023.

CILSA Director Dr. Sarah Beth Dempsey conducted a two-year research study (AY 2015 - 2016, AY 2016 - 2017) of the student CE experience, with over 1,300 student participants. Findings from that study inform CILSA faculty development training for new CE faculty, specifically about how students make connections between service and academic content and their frustrations with commuting to service sites.

In 2021, Saint Mary's was one of 18 institutions selected by The Association of American Colleges and

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Universities (AAC&U) to participate in Advancing Evidence on Civic and Community-Based Engagement in Higher Education, a new project designed to develop national baselines for student performance on civic outcomes. The project is supported by a grant from Lumina Foundation. Over the course of the academic year, Core Curriculum Committee Chair Makiko Imamura and CILSA Director of Community Engaged Learning and Research Sarah Beth Dempsey participated in professional development activities related to implementing equity-focused global learning, civic, and community-based experiences; designing intentional assignments linked to civic outcomes; and working with rubrics for direct assessment of students' civic capabilities. We collaborated with Institutional Research and CE faculty to submit 100 CE student artifacts and student meta-data to AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) Institute to be scored by certified VALUE scorers using the Rubric for Civic Engagement. The resulting baseline data will be disaggregated to identify any equity gaps in civic skill development. The project will culminate in the release of a summary report that will include recommendations for how we can best support civic skill-building for all students. We anticipate receiving this report and recommendations any day now.

https://www.aacu.org/newsroom/aacu-announces-eighteen-institutions-selected-to-participate-in-new-project-to-advance-evidence-on-civic-and-community-based-engagement-in-higher-education

Children participating in Jumpstart are assessed twice a year with a tool called TOPEL (Test of Preschool Early Literacy). The data is gathered by the Jumpstart Site Manager or trained student leaders. The data is managed through the organization Jumpstart. The data is used with data that determines how many contact hours a child has had with a Jumpstart student. Jumpstart assesses the gains of children at the site level, and modifies curriculum at the national level. The TOPEL assessment has been new in the last five years. The previous assessment tool was a checklist developed by Jumpstart that classroom teachers completed. Jumpstart students participate in a pre-, mid-, and post-service survey that assesses their early literacy knowledge and leadership skills. Site Managers gather this data three times a year and it is managed through the Jumpstart organization. Students are also observed and coached in the classroom monthly by the Jumpstart Site Manager who documents observations and coaching. The Jumpstart Site Manager also completes mid-year and end-of-year performance evaluations.

SECTION 8: Outcomes and Impacts

1. Provide an example of institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged, and describe one key finding. How have the results of student learning outcomes changed since your last classification? Provide relevant links.

MICAH Summer Fellowship

The MICAH Summer Fellowship did not exist at the time of our last designation. It has grown from a Saint Mary's program involving three or four students to a Saint Mary's and University of San Diego collaboration with domestic and international fellowship placements for 12-18 students. Students who participate in the fellowship serve full-time in non-profit organizations, live together in community, and take a bi-weekly seminar. They receive academic credit through Saint Mary's Sociology department and fulfill the Saint Mary's undergraduate CE requirement.

The following excerpt from the current fellowship website (https://www.micahfellows.org/) describes a changed student learning outcome since our last classification:

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

"In the wake of the police killings of George Floyd, Breonna Taylor, Ahmaud Arbery, Rayshard Brooks, we are reminded that justice for Sandra Bland, Philando Castile, Tamir Rice, Eric Garner, Trayvon Martin, and countless others has not been met, leading activists and scholars to take to the streets, the workplace, and classrooms to decry anti-Black racism and call attention to the ongoing devaluation of Black lives in the U.S. and globally. The wave of uprisings that have swept the nation and globe represent part of a long struggle of anti-racist organizing—one that can be traced back hundreds of years. This multidisciplinary fellowship seeks to meaningfully engage in this ongoing struggle by giving each fellow the opportunity to examine racism on a systems, institutional, personal, and interpersonal level. (adapted from University of Pittsburgh anti-Black Racism: History, Ideology, and Resistance Course)

The full list of learning outcomes for students, partners, and institutions is available at https://www.micahfellows.org/the-program.

We present one key finding related to the student outcomes assessment from the 2022 MICAH Fellowship. This outcome was designed in response to the isolation and trauma experienced by students throughout the COVID-19 pandemic and ongoing anti-Black racism. Our findings demonstrate that student's learning is more explicitly connected to dismantling anti-Black racism and fostering community since our last designation.

The following quotes are included in students' final projects, which are utilized to qualitatively assess the program:

"For my future, I have decided that, based on this experience, I would like to live in a community once I move off campus and begin my life as an independent adult. This experience has helped me see myself as a part of a whole and given me hope that I can fit in or belong to a group and that I am not cursed to forever be a vagabond." - Makaiya B.

"When I came into MICAH I was drained, mentally burned out, and had almost made the decision to quit my nonprofit. Sometimes doing this work can get lonely and you question if what you are doing is making the world better...However, experiencing MICAH with six other girls who felt the same made me instantly think, it's okay to feel upset at the world. It is okay to not always be okay and there are people out there doing the work just like myself." - Shayla R.

2. Describe how institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description. How have the strategy and mechanism for assessment of curricular student learning outcomes changed since your last classification? Provide relevant links.

The systematic assessment of CE learning outcomes in the undergraduate curriculum remains a work in progress. The current core curriculum (and its CE requirement) launched in 2013. Since that time, the CE learning outcomes have been formally assessed once (through a content analysis project).

We are currently building our strengths for institutional assessment of community engagement learning outcomes. In fall 2021, Saint Mary's was selected to participate in the American Association of Colleges and Universities Civic Evidence project to assess and calibrate the VALUE rubric for civic engagement. The team of faculty and staff is led by CILSA's Dr. Sarah Beth Dempsey. The project will culminate in the release of a summary report that will include recommendations for how the College can best support civic skill-building for

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

all students. We anticipate receiving this report and recommendations soon.

Within CILSA, staff assess CE learning outcomes through internal-created surveys, the national Jumpstart corps member survey, and content analysis of MICAH students' reflections. We also use those processes for students to evaluate their experience so that we can improve our practice.

3. Provide examples of changes made to for-credit courses that are community engaged based on the results of institutional, departmental, and/or programmatic learning outcomes assessment since your last classification. Describe the process for making the changes. Provide relevant links.

In AY 2013-2014, the undergraduate major known as Liberal and Civic Studies engaged in a deep self-study which resulted in its evolution to what is now Justice, Community and Leadership (JCL). This year-long process involved an interdisciplinary group of faculty, CILSA staff, and student and community feedback. The group looked at program-level learning outcomes, reviewed syllabi, and considered how community engagement flowed through the major.

The successful 2014 proposal to faculty governance included a comprehensive program revision. This proposal included an overview of the program history, the rationale for the changes, the proposed curricular concentrations and syllabi for new courses. It also envisioned the development of a new 4+1 track with a pathway to the existing M.A. in Leadership for Social Justice. The new major also transitioned the "Justice and Community" minor (then housed in Sociology) into a multidisciplinary minor in Justice, Community and Leadership, housed in the JCL program. The major also prepares students for teaching (single-subject, multiple subject, and education specialist). JCL was featured in the American Association of Colleges and Universities Peer Review publication in December 2018.

Two faculty, Drs. Tamara Spencer and Monica Fitzgerald, published an article about the development of the major, specifically as it strengthened its teacher education pathways. Here's the abstract:

"This paper offers a case study of how Saint Mary's College of California developed an undergraduate teacher education pathway that focuses on equity and social justice. Responding to the needs of students and families in California, Saint Mary's sought to cultivate an anti-racist pedagogy and cultural humility for future teachers. To do so required faculty to reimagine the traditional Liberal Studies curriculum that has historically been the route for undergraduates pursuing careers in teaching and to develop an entirely new curriculum. As the sphere of K-12 and higher education changes, and the demand for teachers continues to grow in the state, it is critical that teacher education programs are dynamic and responsive. They must be leaders in training for social justice." (https://eric.ed.gov/?id=EJ1304659)

The major now describes itself this way: "At Saint Mary's we are committed to education as liberation. Do you feel a sense of responsibility to make the world a better place? We encourage you to pursue a degree in Justice, Community and Leadership. In our program, you'll grapple with interconnected systems of oppression as you learn to think and act in humanizing, humble and self-reflective ways. Our experienced, approachable faculty will challenge you to apply what we learn in the classroom to a broader community context. You'll work alongside community members and organizations to learn from their expertise on the roots of social injustices and understand their visions and methods for addressing structural inequities. Students in our program go on to work in diverse fields, yet they share a common aim to make the world more equitable and just."

The JCL major is described in full here: https://www.stmarys-ca.edu/academics/liberal-arts/jcl

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

4. Provide an example of a systematic, campus-wide, mechanism for assessing student achievement of institutional community engagement learning outcomes for students who participate in co-curricular experiences that are community engaged, and describe one key finding of each. What has changed in the results of student achievement of co-curricular community engagement outcomes since your last classification? Provide relevant links.

In 2018, CILSA Executive Director Dr. Pigza collaborated with institutional research to document the student outcomes for Jumpstart Corps Members and to place them in an institutional context. The resulting report first described the strong alignment between Jumpstart and the College's mission and strategic plan. It also noted how Jumpstart fulfills one of two types of Kuh's high impact practices: community-based learning and internships.

The analysis showed that the Jumpstart student population included greater proportions of students of color and Pell-eligible students and the general student body. For example, 50% of Jumpstart students were Pell-eligible first generation students, compared to 17% of all undergraduates; 13% of Jumpstart students were African American, compared to 5% of all undergraduates; 45% of Jumpstart students were Hispanic, compared to 25% of all undergraduates.

In terms of student achievement, Jumpstart students graduated at a higher level than their peers. For example: Of Pell-eligible first generation students, the Jumpstart graduation rate is 83%, compared to the rate of their non-Jumpstart peers, 68-76%.

Jumpstart's national corps member survey from spring 2017 provided additional outcomes worthy of note:

* 94% of Corps members agreed that their Jumpstart experience helped them feel more engaged at the College.
* 80% of corps members agreed that their Jumpstart experience help them feel more connected to the community in which they served.
* Jumpstart students experience gains in multiple workforce skills.The workforce skill that had the biggest shift for Jumpstart students before and after Jumpstart (from 47% before Jumpstart to 92% after Jumpstart) was working to address problems in the community.

The 2018 report is available here: https://drive.google.com/file/d/0B87PuJWnSA65Qzk1dTJRekpUYkxudHFJVkMyYUJxdzdWNGF3/view?usp=sharing&resourcekey=0-nVJSiS3nAwZU6X0TKyi_dQ

The insights we gained from this analysis in 2018 assisted CILSA in maintaining funding for the Jumpstart program and strengthened our efforts to collaborate with other campus entities supporting students who are low income, first generation, and/or BIPOC students. This also provided the data to support what we knew intuitively: Our programs produce a double-benefit for the communities with whom we serve and for our students. This knowledge propelled us to attend to issues of equity and inclusion in new ways.

The annual corps member exit survey from AY 2021-2022, yielded the following results related to the Jumpstart program learning outcomes and cultural humility, access, and equity. Specifically:

When asked in the post-survey if adults should adapt their interaction style based on children's race, culture, and language, 100% of students selected that they "agree" or "strongly agree." This is compared to 28% in the pre-survey.

When asked in the post-survey if children should learn to communicate in English only, 89% of students selected "strongly disagree" or "disagree." This is compared to 21% in the pre-survey.

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

When asked in the post-survey if they are aware of the diversity of cultural backgrounds in the classroom in which they serve, 100% of students selected "agree" or "strongly agree." This is compared to 28% in the pre-survey.

5. Provide an example of a systematic, campus-wide, assessment mechanism for assessing community engagement outcomes and impacts on community indicators and describe one key finding of each. How have the results of impact on the community changed since your last classification? Provide relevant links.

We do not have a systematic, campus-wide assessment mechanism for assessing CE outcomes and community impacts. The undergraduate core curriculum assesses each set of learning outcomes at least once every ten years, and it unfortunately does not address community impact.

6. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty and describe one key finding of each. How have the results of impact on faculty changed since your last classification? Provide relevant links.

There are no systematic, campus-wide mechanisms for assessing CE outcomes and impacts on faculty.

Occasionally there have been one-time projects. In 2019, CE faculty sought to understand the demographics of faculty who teach CE. This analysis showed a disproportionate burden of CE on pre-tenure or per course faculty, on female-identified faculty, and on BIPOC faculty. These findings supported a conversation about equitable compensation for designing and teaching CE courses.

7. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on the campus and describe one key finding of each. How have the results of impact on the campus changed since your last classification? Provide relevant links.

Assessment of the Core
https://www.stmarys-ca.edu/offices-services/institutional-effectiveness/assessment-educational-effectiveness/core-curriculum-assessment

Since the current Core Curriculum was enacted in fall 2013, all the Core Competencies and Core Curriculum Areas have been assessed at least once. This year, the Core Curriculum and its learning outcomes are undergoing a revision based on the results from the Core Curriculum Program Review. The Office of Assessment and Educational Effectiveness collaborates with the Core Curriculum Committee to design a sustainable and coordinated assessment framework that intentionally focuses on the use of results for curriculum adjustments and pedagogical development.

8. Describe how the institution uses and disseminates data from the mechanisms described in questions 4-7 above and provide an example.

The institution-wide assessment mechanisms in #5-7 are areas of growth for the College. Broadly speaking, the

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

learning outcomes assessment of the core curriculum is utilized to make adjustments in programs.

The example offered in #4, the assessment of student outcomes in Jumpstart, was disseminated widely and used for a number of purposes:

1) The concrete data about the value of Jumpstart participation was essential to our internal lobbying for increased federal work study dollars;
2) It provided an avenue for CILSA to be in collaboration with our campus' TRIO program, because we could claim Jumpstart as a retention-benefitting program;
3) The report was used for recruiting new staff to work in CILSA and for framing our work as equity-driven for both our students and the communities with whom we partner.

9. According to data from the National Survey of Student Engagement (NSSE), community engaged teaching and learning (service learning, community-based learning) is the only "high impact" practice in which students of color have higher participation rates than white students. Provide an example of how your campus disaggregates student data by race, ethnicity, gender, and other identity-based demographics to understand who is participating in community engaged courses and how their outcomes may differ.

While CE learning outcomes have been a required component of the undergraduate core curriculum since fall 2013, the College does not disaggregate student participation by identity-based demographics. When requested, the Office of Institutional Research can provide disaggregated data, as we did in 2018 for the Jumpstart program.

10. Research indicates that the academic success of minoritized students is enhanced by increased opportunities to take courses with faculty who share a minoritized social identity because of the potential of shared experiences in learning - faculty who represent ethnic, racial, gender, and cultural diversity. Further, research shows that women and faculty of color are more likely to bring active and collaborative teaching approaches into their courses, such as community engaged courses. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.

The College does not easily have the data to answer this question. We are in the process of creating a new structure for institutional research and assessment that should make answering such questions easier in the future. The CILSA-initiated analysis of Jumpstart students' outcomes and the faculty-initiated analysis of the demographic trends of faculty who teach CE courses are strong examples of what could be more systematically possible with the new staff and new configurations.

SECTION 9: Faculty and Staff

1. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full

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

time non-tenure track, and part time faculty), staff, and/or community partners who seek to develop or deepen community engaged approaches and methods. For re-classification, describe what currently is in place and what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last classification? What have been the results?

CILSA continues to be the primary source for CE professional development on campus. Since our last classification, CILSA staff have presented at CE and place-based justice conferences, including the International Association for Research on Service-Learning and Community Engagement (IARSLCE) conference, Place-Based Justice Institute (PBJI), and Western Region Continuums of Service Consortium. Additionally, CILSA purchases books and resources to support staff in developing community-based programs and faculty development training. New CE faculty receive stipends after teaching their first and second CE courses.

From 2017 - 2020, AmeriCorps VISTA members participated in annual workshops led by the College's Director of Career & Professional Development Services. These workshops were designed to facilitate their transition into their post-VISTA endeavors, including instruction on resume and cover letter writing, networking skills, and technology. During the pandemic, the content was moved to Zoom. We also purchased supplemental materials such as books, additional conference registration, online courses, and certifications.

In 2013 and 2014, CILSA hosted "Community Partner Day for Community Engagement" where partners, CE faculty, and CILSA staff discussed opportunities for partnership. In 2014, we co-hosted "Saint Mary's College Library Tour and Research Assistance for CILSA Community Partners" with College librarians who provided library tours, database assistance for grants, and professional development opportunities for nonprofit agency staff, and offered library cards to our partners.

In 2015, we held "SMC & YOU: Partnering Pathways" for partners to network with other nonprofit colleagues, meet CILSA staff, and participate in workshops on grant writing, using social media, and establishing/expanding partnerships with the College. In 2016, the "CILSA Community Partner Breakfast" was a listening session for CILSA to learn about community needs and how the College could best support their work.

In 2016, Dr. Tania Mitchell was our Social Justice Institute keynote facilitator. She provided an on-campus session on enhancing student learning and development through critical reflection and integrative practices, and a regional-workshop on theory and practice of a critical pedagogical stance toward service-learning and community engagement, including an exploration of the experiences of students from underrepresented groups.

In 2020, Dr. Erin Brigham facilitated a workshop for faculty, staff, and community partners based on her book "See, Judge, Act: Catholic Social Teaching, Anti-Racism, and Community Engagement." The workshop provided an understanding of how the Catholic tradition provided a context for our social justice work and provided practical information for those who might be interested in integration, and explored how race and racism show up in community engagement experiences.

In 2022, Saint Mary's participated in the American Association of Colleges & Universities' (AAC&U) Institute on Engaged and Integrative Learning. It provided us with resources and support to develop and advance institutional-level efforts for integrative and engaged learning. We created an action plan for strengthening the CE curriculum, faculty development, and curriculum innovation support.

In 2022, CILSA collaborated with LEAD California (formerly California Campus Compact) to host a half-day Zoom session for colleagues throughout the country on the National Equity Project's Liberatory Design for Equity, which addresses equity issues and challenges in complex systems.

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

2. In the context of your institution's community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement (maximum word count 1000):

- Professional development programs
- Facilitation of partnerships
- Remote/on-line community engagement
- Student teaching assistants
- Planning/design stipends
- Support for student transportation
- Eligibility for institutional awards
- Inclusion of community engagement in evaluation criteria
- Program grants
- Participation on campus councils or committees related to community engagement
- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

Planning/design stipends: All faculty new to teaching CE courses must complete CE faculty formation with CILSA Director of Community Engaged Learning and Research Dr. Sarah Beth Dempsey. After they teach their first CE course, they receive a $500 stipend. When they teach a second CE course, they receive another $500 stipend. There are between two and nine new CE faculty each year.

Support for student transportation: All students enrolled in CE courses, who meet the eligibility criteria to drive on college-business, are reimbursed for their transportation expenses for CE courses. Students are reimbursed for mileage, public transportation, and parking. Additionally, the College reimburses students for LiveScan/background checks and tuberculosis (TB) tests.

Eligibility of institutional awards: CILSA provides annual awards in the following categories: student, alumni, partner, staff, and faculty. Awardees are self-nominated or nominated by colleagues, and voted on by CILSA staff. Awardees receive a plaque, recognition in the CILSA Annual Report, and an announcement in the College's campus communication.

Participation on campus councils or committees related to CE: The Core Curriculum Committee (CCC) has working groups responsible for each graduation requirement for the undergraduate curriculum. The Community Engagement/The Common Good Working Group consists of a working group chair, faculty from the three undergraduate schools at the College, librarian, and CILSA Director of Community Engaged Learning and Research. The Working Group meets monthly to review new CE course proposals, address urgent CE concerns, and make recommendations to the CCC for approval.

3. Describe any 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 and cite at least one example.

For AY 2022 - 2023, the Justice, Community, and Leadership (JCL) program posted an announcement to fill a tenure-track assistant professor position with an education background focused on the intersections of disability, race, class, and social inequity in K-12 schools. JCL is an interdisciplinary program that emphasizes issues of equity and social responsibility. Their social justice framework uses multiple empirical and theoretical perspectives and contemporary pedagogies of community engagement to inspire lifelong leadership and service

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

for the common good, especially in education, law, government, and advocacy. This program serves as the primary course of study for students pursuing careers in education – especially at the elementary level – and non-profit or community advocacy work. The successful candidate will be well-versed in utilizing social science research methodologies (e.g. community-based research, participatory action research, critical race theory, or feminist/indigenous methods) in analysis of U.S. schooling.

Of the 14 JCL courses offered, eight are CE courses. This position will teach CE classes and maintain critical partnerships with external CE partners. Additional duties include student advising, participation in program planning meetings, assessment, and campus service, and engaging in continued scholarly activity.

Qualifications include:
1) PhD or candidacy (preference for an earned PhD in Education with research focus in disability studies, restorative justice, Latinx and/or African-American Studies;
2) At least three years of college-level classroom teaching or equivalent experience preferred
3) Demonstrated a history of participation in or leadership of community engagement projects, service learning and/or community-based research;
4) Demonstrated history of implementing restorative justice and/or anti-racist pedagogies in diverse K-16 school settings;
5) Excellent verbal and written communication skills;
6) Strong desire to contribute to Saint Mary's College in its Catholic, Lasallian, and liberal arts traditions;
7) Significant evidence of teaching effectiveness; and
8) Evidence of scholarly research and a clear scholarly trajectory.

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

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

5. Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) 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, part time, research, and/or clinical faculty, please describe those as well.

CE in teaching/scholarship is illustrative of the College's social justice mission but it is not a policy.

6. Provide the text of the policy for faculty promotion, reappointment, bonuses and/or merit pay (and tenure at tenure-granting campuses) from any level of the institution that specifically reward faculty for the following. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.):

a. Community engaged teaching and learning (maximum word count 500):

We do not have any policies for community engaged teaching and learning.

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

b. Community engaged research and creative activity (maximum word count 500):

We do not have any policies related to community engaged research and creative activity.

c. Community engagement as a form of service (maximum word count 500):

We do not have any policies in place related to community engagement as a form of service.

7. Describe the pervasiveness of the policies outlined in question six. For example, are they practiced across the institution? By most departments? By a few?

While we do not have policies in place, some departments value CE more than others. For example, Ethnic Studies and Justice, Community and Leadership (JCL) view CE as key to its practice, teaching, scholarship, and service.

8. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service.

We do not have any policies or substantive rewards at the department-level. Workload was in the draft policy, but it has not yet been passed or adopted.

9. In the period since your last classification, describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe when the revisions occurred and the process resulting in the revisions. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders. Describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (tenured/tenure track, full time non-tenure track, and part time faculty, etc.).

The College has not revised rank and tenure language specifically around CE.

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

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

statuses (tenured/tenure track, full time non-tenure track, and part time faculty, etc.).

We have not revised our promotion and tenure guidelines for CE faculty.

At the recommendation of faculty, staff, and administrators at the Community Engagement/The Common Good Working Group retreat in May 2018, the Working Group created a letter of support for CE faculty undergoing pre-tenure, tenure, pre-professor, or promotion review. This letter provides a more detailed description of how CE instructors support the College's Mission, participate in college-wide service, and introduce innovative teaching practices to the undergraduate curriculum. The letter highlights the following topics:

* Workload - CE offers a meaningful opportunity but also a significant workload and institutional responsibility for faculty. CE experiences require 20-30 hours of additional work outside the classroom for each student, as well as a year of preparation for the course designation/approval process and establishing community partnerships. Once in the classroom, faculty are expected to assign and engage with ongoing written and oral CE reflection in addition to usual methods of content learning evaluation. Faculty are not compensated for their time or labor (either in increased credit, stipend, or reassigned time) for ongoing CE work

* Teaching evaluations - Faculty members report common themes emerging from their teaching evaluations in CE-designated experiences: students give lower rankings on course organization, requirements being made clear, and the instructor being open to diverse views and perspectives. They also comment on some elements beyond the instructor's control, including:

1) logistical challenges where students can perceive these constraints and required travel time as an unfair burden, and communication between students and community partners might fluctuate and/or be inconsistent as community partners take on an influx of new students each semester while they continue to meet their own organizational duties;
2) social justice pedagogies and CE partners can challenge students to think about issues from perspectives different from their own, and this can be productively uncomfortable; and
3) students are only taking the CE course for the requirement and feel a personal disconnect to the material, or they do not see the alignment between the partners' needs and classroom learning. Because over 45% of students complete their CE requirement in their senior year, and over 10% in their first semester (pre-enrolled), the majority of students are likely not self-selecting their CE experiences. This can challenge instructors to overcome generalized negative student sentiment toward the requirement, the themes of the course, or their assigned partner.

* Equity - CE is one of the College's signature programs and spans four schools and multiple departments. Despite this broad base of support, our assessment of faculty engagement and retention shows that faculty of color, women faculty, pre-tenure faculty, and contingent faculty are vastly overrepresented among these CE instructors. Only 43 tenure-track faculty have CE teaching experience since the inception of the new Core, and, of these, only 18 were actively teaching in 2018-2019. In addition, pre-tenure faculty teach a higher load of CE courses (2.16 courses a year per pre-tenure professor vs. 1.33 courses for tenured professors).

11. Provide 5-10 examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) that has taken place since your last classification - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).

#1: 2015 IARSLCE Presentation: In 2015, CILSA Director Dr. Sarah Beth Dempsey presented her research,

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

"Understanding the Impact of Faculty Development for Service-Learning Courses" at the IARSLCE conference in Boston. The purpose of this mixed methods study was to examine faculty members' understanding of service-learning pedagogy including the skills, beliefs and values needed to teach service-learning courses and the impact faculty development has had on their teaching of CE courses. The faculty members valued the faculty development training, appreciated community collaborations, integrated key community engagement components into their syllabi, and recognized the benefits of service-learning for their students. In spite of their positive assessment of their overall CE experiences, faculty identified time and lack of recognition in the rank and tenure process as the greatest barriers to teaching CE courses.

#2: Leadership and Service-Learning Publication: CILSA Executive Director Dr. Jennifer Pigza edited a volume exploring the theory and practice of leadership development through community engagement. W. Wagner & J. M. Pigza (Eds.) (2016), New directions for student leadership. No. 150. Leadership development through service-learning. San Francisco, CA:Jossey Bass.

#3: Community Partnership Publication: Dr. Pigza published a chapter that provides a theoretical orientation and practical advice about community partnership and introduces the POWERful model for community engagement. Pigza, J. M. (2016). Community partnerships: POWERful possibilities for students and communities. In W. Wagner & J. M. Pigza (Eds.), New directions for student leadership: No. 150. Leadership development through service-learning (pp. 49-60). San Francisco, CA: Jossey Bass.

#4: 2018 IARSLCE Presentation: In 2018, Dr. Dempsey presented a poster "Assessing Community Engagement Courses: Are We Doing What We Think We're Doing?" at the IARSLCE Conference in New Orleans. The purpose of this two-year study was to assess the student experience in CE courses and to determine if CE courses have fulfilled the Core Curriculum learning outcomes. It was determined the students experienced meaningful service experiences in the community and the courses fulfilled the Core Curriculum CE learning outcomes.

#5: Campus Compact Communities of Practice: During the pandemic, Dr. Dempsey co-facilitated two Campus Compact Community of Practice cohorts on Community Engagement Fundamentals (fall 2020, summer 2021). These online sessions were designed to introduce new CE professionals to the field and to share best practices. https://compact.org/current-programs/communities-of-practice

#6: Place-Based Justice Network (PBJN) National Leadership: CILSA staff have served on the national leadership team for the Place-Based Justice Network (PBJN) since 2018. CILSA Executive Director Dr. Jennifer Pigza served from 2018-2022. CILSA Director Samantha Giordano is now in the role. Focusing on a place-based CE strategy invites institutions of higher education and their communities into a deeper examination of how transformation and change occurs on campus and in communities. This exploration often leads to an analysis of how to address historic and current systems that disenfranchise people based on race, gender, class, national origin and many other personal and communal identifiers. https://www.sandiego.edu/mccasa/place-based-justice-network/

#7: Editorial Contributions: In 2022, CILSA Executive Director Dr. Pigza joined the editorial board of the Michigan Journal of Community Service Learning (MJCSL) which is widely recognized as a leader in the field of community-engaged scholarship. The MJCSL publishes research, theory, pedagogy, and other matters related to academic service-learning, campus-community partnerships, civic engagement, and engaged/public scholarship in higher education. (https://journals.publishing.umich.edu/mjcsl/) Additionally, Dr. Pigza also serves as a manuscript reviewer for Journal of Catholic Higher Education, Journal of Higher Education Outreach & Engagement, and Metropolitan Universities Journal.

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

#8: Carnegie Elective Classification for Community Engagement Consultants: In 2022, Dr. Pigza and Dr. Dempsey were selected for the inaugural cohort of campus consultants for the 2024 Elective Classification for Community Engagement Cycle.

#9: 2023 AAC&U Presentation: In 2023, CILSA Director Sarah Beth Dempsey, Ethnic Studies Program Director Loan Dao, and Community Partner Teresa Giacoman presented their collaborative research project, "Making Community Engagement Meaningful: Student and Community Partner Perspectives," at the American Association of Colleges & Universities Annual Meeting in San Francisco. The purpose of this research was to develop evidence-based best practices for community-based engagement partnerships that are mutually beneficial to students and the Ethnic Studies (ES) community partners in the ES-designated CE course, ES: 50: Creating Community. By situating CE learning in an ES course, we were able to create a critical co-educational, anti-racist community environment that transcended the classroom while providing a safe space for students to deeply reflect on their positionalities within the world. This was achieved through intentional, collaborative course design with our community partners, creating a cohort model for CE placement, assignments, and a site-based group project. This manuscript is in press and will be published in a Campus Compact publication in 2023.

#10: 2023 Western Region Continuums of Service Conference Presentations: Dr. Jennifer Pigza presented twice at the Western Region Continuums of Service Conference. The first was a poster presentation: "Liberatory Design: Renewing an Equity Focus in Planning & Visioning." Liberatory design disrupts traditional design thinking via distinct reorientation toward equity. The praxis includes mindsets that invoke foundational values and modes that provide process guidance. The presentation explored how liberatory design, consonant with the core values of equity-minded community engagement, was utilized in institutional strategic planning and departmental theory of change development. Dr. Pigza's second presentation was a facilitated conversation titled "The intersection of inner work and community work: Building capacity for white anti-racist practice and collaboration." This session was a collaborative effort with Karin Cotterman and Michelle Montagno of the University of San Francisco. The call for white folks to "do our own work" has been heard over and over again,including in the field of community engagement. Given the preponderance of whiteness in the field of community engagement, through the presence of white staff members, as well as the larger presence of white supremacy culture, we will host a conversation space focused on examining and interrupting whiteness. https://static1.squarespace.com/static/6298e9288d98672c1aac7546/t/640612903d421b5e15ac68be/1678119569937/Western+Region+Continuums+of+Service+Conference+2023.pdf

12. Provide 5-10 examples of faculty scholarship from as many different disciplines as possible that has taken place since your last classification - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).

#1: Jason Jakaitis, Associate Professor, Communication
2020 League of Women Voters Pro/Con Video videos
Professor Jakaitis supervised six students and produced the 12 short videos they created about the 2020 California Ballot measures in partnership with the League of Women Voters of California. This project was repeated for the 2022 election. https://www.jasonjakaitis.com/#/league-of-women-voters/

#2: Jason Jakaitis, Associate Professor, Communication
Denisse is Making Lasagna
A short documentary about the efforts of a blind woman with multiple sclerosis to demonstrate to her family that she can live independently. This documentary was created in partnership with the Wayfinder Family

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Services Hatlen Center in San Pablo, CA. https://www.jasonjakaitis.com/#/pier/

#3: Ellen Veomett, Professor, Mathematics
In 2017, Professor Veomett started to explore the intersection of mathematics and gerrymandering. She has published three articles on the topic:

"The Geography and Election Outcome (GEO) Metric: An Introduction" with
M. Camp- isi, T. Ratliff, and S. Somersille Election Law Journal (2022)
https://www.liebertpub.com/doi/10.1089/elj.2021.0054

The GEO metric is a new metric to detect gerrymandering. It uses both the map data (geography) and the partisan data (election outcome) to detect whether a map is unusually benefitting one political party over the other. It works better than prior metrics, which focused on just one type of data (map data OR partisan data). It has also been used by the National Democratic Redistricting Committee and has been highlighted in the Washington Post. This article was in the top 5 most downloaded articles for the Election Law Journal in 2022 (and it came out in September 2022).

"Declination as a Metric to Detect Partisan Gerrymandering" with M. Campisi, A. Padilla, and T. Ratliff, Election Law Journal (2019) https://doi.org/10.1089/elj.2019.0562

In that article, Veomett and collaborators mathematically evaluated the Declination (a metric intended to detect gerrymandering). They showed that it acts very differently from the Efficiency Gap (another metric to detect gerrymandering) and that its claims to detect packing and cracking are false under reasonable definitions of "packing" and "cracking."

"The Efficiency Gap, Voter Turnout, and the Efficiency Principle" Election Law Journal (2018)
https://doi.org/10.1089/elj.2018.0488
This article showed how voter turnout impacts the Efficiency Gap and that the Efficiency Gap does *not* satisfy the Efficiency Principal (as its creators claimed).

#4: Maria Grazia de Angelis Nelson, Professor, World Languages and Cultures
Professor de Angelis Nelson teaches an Italian CE course where students interview Italian immigrants to create an oral history project. This CE experience has been highlighted in various papers, conferences, and grants:

* The International Academic Forum (IAFOR) virtual presentation and article: Oral History Project: Practicing a Foreign Language and Exploring Culture while Serving Local Immigrant Communities. Virtual presentation. Hawaii, January 2022
* The International Academic Forum (IAFOR): https://papers.iafor.org/submission61940/ - 2022
* GRANT: Gladys Krieble Delmas Foundation: Recording Italian Immigrant Histories in the Bay Area ($10,000) August 2021. https://www.stmarys-ca.edu/news/professor-maria-grazia-de-angelis-wins-grant-oral-history-project
* Oral History Project - Sant Mary's College E-Grant: Student Summer Research Collaborative Grants ($3,300) April 2021
* American Council of Teachers of Foreign Languages (ACTFL): Videotaping Oral History Projects to Preserve Italian Language and Culture, Boston, 2016

#5: Claire Williams, Associate Professor, and Velina Brackebush, Assistant Professor, Kinesiology
Professors Williams and Brackbush teach a Kinesiology CE course titled Introduction to Sports Management. In 2017, they presented on this course, "Using Reflexivity to Enrich Students' Community Engagement Experience

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

in an Introductory Sport Management Course," at the North American Society for Sport Management Annual Conference. Here's the presentation description: "Creating experiential learning opportunities for sport management students is vital to success in the industry (Dees & Hall, 2012). Students participated in a semester-long community engagement project. They employed reflexive journaling and shared their experiences with others, contributing to their understanding of the industry and their place within it."

#6: Velina Brackebush, Assistant Professor, Kinesiology
After co-presenting at the above-mentioned conference with Williams, Brackebush published an article on the topic, "Using Reflexivity to Enrich Students' Community Engagement Experience in an Introductory Sports Management Course" in the Sports Management Education Journal. The abstract reads, "in this article, the author gives examples of how professors can successfully integrate classroom material with practical involvement in an introductory sport management course. Students participated in a semester-long community engagement project where they employed reflexive journaling and shared their experiences with others, further understanding the industry and their place in it."
https://journals.humankinetics.com/view/journals/smej/13/1/article-p48.xml

#7: Steven Bachofer, Professor, Chemistry
In 2016, students created materials addressing a question where science information could be a critical part of a civic issue and the selected projects were incorporated into the public media KQED Do Now U program, which was a national project. The Urban Environmental Issues course created a student project which was incorporated into the KQED website (addressing apex predators).
https://www.kqed.org/education/360189/how-do-we-best-coexist-with-apex-predators

#8: Steven Bachofer, Professor, Chemistry
Professor Steve Bachofer and Alameda Point Collaborative (APC) Community Partner Marque Cass collaborated for a CE chemistry course during the pandemic. College students created chemistry experiments and video instructions for teens at APC. Bachofer and Cass co-authored an article about their experience.

Steven Bachofer and Marque Cass, "A Community Outreach Chemistry lab Success in a Pandemic", Science Education and Civic Engagement: An International Journal, Volume 14, Issue 1, Winter 2022, pg. 39-44, (electronic journal article: https://new.seceij.net/articletype/projectreport/a-community-outreach-chemistry-lab-success-in-a-pandemic/)

#9: Loan Dao, Associate Professor, Ethnic Studies
In March 2022, Ethnic Studies Program Director Loan Dao and Community Partner Teresa Giacoman presented "Designing Anti-racist Community Education in Ethnic Studies," at the online Campus Compact Symposium on Anti-racist Community Engagement. The purpose of this research was to develop evidence-based best practices for community-based engagement partnerships that are mutually beneficial to students and the Ethnic Studies (ES) community partners in the ES-designated CE course, ES: 50: Creating Community.

#10: Tamara Spencer, Associate Professor, and Monica Fitzgerald, Professor, Justice, Community and Leadership
Professors Spencer and Fitgerald co-authored a case study on a teacher education pathway program that centers on equity and social justice. "Centering Justice, Community and Leadership in Teacher Education" AILACTE Journal
2021) https://files.eric.ed.gov/fulltext/EJ1304659.pdf

13. Describe the ways in which the tenure and promotion process, and the staff reward process,

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

accounts for the often-racialized nature of community engagement that disproportionately impacts faculty, staff, students and communities of color.

In AY 2017 - 2018, The Common Good/Community Engagement Working Group created a letter of support for CE faculty members to submit with their applications for rank and tenure.

In AY 2019 - 2020, the Working Group again explored the issue of CE faculty recognition and made the following recommendations to the Core Curriculum Committee:

Faculty should be remunerated for the extra work involved in developing and managing partnerships. (i.e. stipends, extra course release after three CE courses, etc.) This is important for three reasons:
* Equity. CE is unpaid labor that is being performed largely by non-tenured and non-tenure-track faculty, who are disproportionately women and faculty of color.
* Experience. Faculty often only teach CE once or twice before getting burnt out, so we fail to develop and maintain expertise. (There are certainly exceptions to this, and we honor them!)
* Faculty ownership. Tenured and tenure-track faculty should be encouraged to teach CE, so that it remains aligned with the Mission and focus of the faculty.

In fall 2022, the Academic Senate voted to implement a new core curriculum starting in fall 2023. This new curriculum will be more equitable as faculty will be compensated for teaching Engaged Learning (EL) Carnegie units.

SECTION 10: Curricular Engagement

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

---

1. As evidence provided for your earlier classification, you described an institution-wide definition of community engaged courses used on campus. For re-classification, provide the current definition used for community engaged courses, the standard and required components for designation of community engaged courses, and the process through which the institution assures fidelity to the definition in those courses. What, if anything, has changed since your last classification with the definition of community engaged courses? What, if anything, has changed with the process for identifying or approving a designated community engaged course as part of a campus curriculum? Explain the purpose of the revisions.

The undergraduate core curriculum includes an Engaging the World graduation requirement where students explore issues of justice, civic responsibility, and social difference that facilitate a critical reflection on what it means to be a citizen in today's world. (https://www.stmarys-ca.edu/academics/core-curriculum)

The CE Learning Goal: The Core Curriculum gives students an engaging, intellectual experience. The Community Engagement goal also requires them to leave the classroom and engage with the world - to apply their intellectual experiences to communities beyond the academy. Students will actively and critically reflect upon these experiences and integrate them in their academic understanding of the world.

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

CE Learning Outcomes: Students will:
1) Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting; and
2) Demonstrate critical reflection throughout their experience; and
3) Express their understanding of interconnections between their experiences and their responsibilities as members of social or professional communities.

Faculty who want to teach CE courses must go through the Undergraduate Educational Policies Committee (UEPC) course review process for approval. Then, the Community Engagement/The Common Good Working Group reviews faculty course proposals and syllabi that must address the CE Learning Outcomes, identify community partners and reflection activities, and demonstrate how students will fulfill the College's service requirement of 20 - 30 hours. The Working Group makes recommendations to the Core Curriculum Committee to approve the courses and assign CE designation.

2. Complete the table below using the most recent complete academic year data. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly:

a.1. Number of for-credit community engaged courses UG/G

50 UG courses

a.2. Change in number of for-credit community engaged courses since last application UG/G

+24 UG courses

a.3. Percentage of community engaged designated courses as part of all for-credit courses (UG/G)

1.7% total (UG)

a.4. Percent change in community engaged courses since last application UG/G

192% increase (UG)

b.1. Number of departments represented by community engaged courses

17 departments

b.2. Change in number of community engaged departments since last application

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

+7 departments

b.3. Percentage of academic departments offering for-credit community engaged designated courses as part of all departments

50% total

b.4. Percent change in community engaged departments since last application.

23% increase

c.1. Number of faculty who taught for-credit community engaged courses

34 faculty

c.2. Change in number of faculty who taught for-credit community engaged courses since the last application

Data wasn't collected in this format

c.3. Percentage of faculty teaching for-credit community engaged designated courses as part of all faculty

6.9% total

c.4. Percent change in number of faculty teaching for-credit community engaged courses since last application

0.1% decrease

d.1. Number of tenured and tenure-track faculty who taught for-credit community engaged courses

Data wasn't collected in this format

d.2. Change in number of tenured and tenure-track faculty who taught for-credit community engaged courses since the last application

Data wasn't collected in this format

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

d.3. Percentage of tenured and tenure-track faculty teaching for-credit community engaged designated courses as part of all faculty

Data wasn't collected in this format

d.4. Percent change in number of tenured and tenure-track faculty who taught for-credit community engaged courses since last application

Data wasn't collected in this format

e.1. Number of full-time, non tenure-track faculty who taught for-credit community engaged courses

Data wasn't collected in this format

e.2. Change in number of full-time, non tenure-track faculty who taught for-credit community engaged courses since the last application

Data wasn't collected in this format

e.3. Percentage of full-time, non tenure-track faculty teaching for-credit community engaged designated courses as part of all faculty

Data wasn't collected in this format

e.4. Percent change in number of full-time, non tenure-track faculty who taught for-credit community engaged courses since last application

Data wasn't collected in this format

f.1. Number of part-time faculty who taught for-credit community engaged courses

Data wasn't collected in this format

f.2. Change in number of part-time faculty who taught for-credit community engaged courses since the last application

Data wasn't collected in this format

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

f.3. Percentage of part-time faculty teaching for-credit community engaged designated courses as part of all faculty

Data wasn't collected in this format

f.4. Percent change in number of part-time faculty who taught for-credit community engaged courses since last application

Data wasn't collected in this format

g.1. Number of students participating in for-credit community engaged courses UG/G

798 UG students

g.2. Change in number of students participating in for-credit community engaged courses since last application UG/G

+260 UG students

g.3. Percentage of total Students participating in for-credit community engaged courses as part of all students UG/G

Data wasn't collected in this format

g.4. Percent change of students participating in for-credit community engaged courses since last application UG/G

Data wasn't collected in this format

2.h. What academic year does this data represent?

2018-19

3. Describe how the data in the table above were derived. How was it gathered, by whom, with what frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.

The College did not collect much data at the time of our last application. It was collected by then-CILSA Director Marshall Welch. For this application, data were derived by the outgoing Director of Institutional Research, the CILSA Administrative Coordinator for Community Engagement using the GivePulse platform for CE course

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

data, and the Saint Mary's College Fact Book (https://www.stmarys-ca.edu/academic-affairs/institutional-research/fact-book-2022).

4. Describe how community engaged courses are noted on student academic transcripts.

In the current curriculum, undergraduate students' completion of Community Engagement Core Curriculum requirement is recorded in the field titled, "Community Engagement," with the course prefix, number, title, grade, and the term completed the coursework.

5. Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories. Also, describe what has changed since the last classification (maximum word count 1000).

- Core Courses
- Capstone (Senior-level project)
- First-Year Sequence
- General Education
- In the Majors
- In the Minors
- Graduate courses
- Medical education/training/residencies

Core Courses: CE is a Core Curriculum undergraduate requirement but does not necessarily have to be fulfilled in the major. Some departments offer CE courses for all Saint Mary's students to fulfill their graduation requirement, such as Justice, Community & Leadership (JCL 10: Introduction to Justice, Community, and Leadership), Kinesiology (KINES 14: Introduction to Health Promotion), Mathematics (Math 99: Math Games), and Performing Arts (PERFA 50: Theatre for Social Justice: Interactive Theater).

Capstone: The JCL major offers an Advance Leadership Theory CE course (JCL 150) for juniors in preparation for the Senior Portfolio and Senior Capstone courses (JCL 196). JCL 150 addresses the necessary connection between understanding community and becoming advocates for and agents of change. The course builds on prior JCL courses and deepens the exploration and application of leadership theory and research and addresses the question, "How does knowing leadership theory contribute to my disposition about justice and my ability to enact change with and in communities?" This course serves as the catalyst for putting together the theory and practice of leadership and social change as it emphasizes Freire's notion of praxis, action and reflection within the world in order to transform community. Students complete an individual thesis that is designed to integrate JCL core courses with a group community engagement project, culminating in a group presentation to the College community. (https://www.stmarys-ca.edu/academics/liberal-arts/jcl/general-ba)

In the Majors: Many departments offer CE courses in their majors: Art Practice; Business Administration; Chemistry; Communication; English; Environmental & Earth Science; Ethnic Studies; History; Justice, Community and Leadership; Kinesiology; Performing Arts; Politics; Sociology; Theology and Religious Studies; Women and Gender Studies; and World Languages and Cultures.

Here we will highlight the Department of Psychology that offers three upper division CE courses for their majors: Psychology 144: Middle Childhood, Psychology 165: Cross-Cultural Psychology, and Psychology 190: Field Placement. These courses were all created, implemented, and taught by tenured women faculty (until the Psychology 165 professor retired in 2022). (https://www.stmarys-ca.edu/academics/science/psychology/general-psychology-bs)

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Psychology 144: Middle Childhood examines the key developmental tasks of middle childhood, including the development of achievement motivation, positive peer relationships, moral responsibility, self-regulation and initial mastery of the skills important to one's culture. The CE partnership is with K-12 schools in the Bay Area for both in-classroom service and online tutoring.

Psychology 165: Cross-Cultural Psychology covers cross-cultural methodology, perception, cognition, motivation, development, attitudes and prejudice, gender, adaptive and maladaptive patterns, and the construction of self. Pre-pandemic, the CE partnerships were with downtown Oakland nonprofit organizations that provided support services for vulnerable populations and housing insecure individuals. During the pandemic, the partnership was with the Saint Mary's College Library.

Psychology 190: Field Placement is a unique course for graduating Psychology seniors. Students must apply and interview with the instructor to enroll in the course. Students serve 80 hours at a field placement site, which exceeds the 20 - 30 hours of service required by the College. A series of papers and assignments address career and personal goals as well as the relationship between the field placement work and concepts learned in the psychology major. There are multiple CE partnerships for this course ranging from K-12 schools to community resource centers.

Since our last application, CE has become a graduation requirement so we have more course offerings. We have increased the number of CE courses offered (from 26 courses to 50 courses), departments offering CE courses (from 10 departments to 17 departments) and the number of faculty teaching CE courses (from 23 faculty to 34 faculty).

6. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories. Also, describe what has changed since the last classification.
- Student Research
- Student Leadership
- Internships, Co-ops, Career exploration
- Study Abroad/Study Away
- Alternative Break tied to a course
- Campus Scholarship Program

As previously mentioned, the College requires all students to fulfill a CE requirement to graduate. Students have the opportunity to complete this graduation requirement through curricular and co-curricular programs. Saint Mary's offers students from all majors the opportunity to participate in internships for curricular credit. There are several options for students to participate in community engaged internships, including:

* Community Based Internship (CBI) - Coordinated by CILSA (described in Section 11)
* MICAH Summer Fellowship (MICAH) - Coordinated by CILSA (described in Section 8)
* Liberal Arts Bridge (LAB) - Coordinated by School of Liberal Arts
* Lasallian Service Internship (LSI) - Coordinated by Mission and Ministry Center

Each of these internship programs are new since our last designation. Over the last 10 years, they have been established in collaboration with community partners to ensure that students have the opportunity to engage with communities through internships where they either receive course credit or are paid for their work. We believe that working with communities provides value for community partners and students. Offering a competitive paid wage guarantees that students with financial need can participate in these transformative

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

experiences. Additionally, paid internships attract highly qualified candidates to ensure that community partners experience high quality student collaborations. Our commitment to paid internships related to CE is more thoroughly described in Section 11.

LAB internships are for students in the School of Liberal Arts. The internships are designed to provide professional experiences for students to develop new skills and explore career opportunities in fields such as the arts, government, and health care. LAB provides workshops, individual support sessions, and scholarships to support LAB participants. LAB provides funding for CBI and MICAH.

Additionally, the College offers the Lasallian Service Internship (LSI) program through the Mission and Ministry Center. LSI evolved from the Christian Service Internship program. Students in LSI enroll in a January Term course engaged in serving an organization that works with the underserved and marginalized groups. Students choose from a variety of local, domestic, and international service sites: preschools; elementary, middle, and high schools; youth residential programs; orphanages; social service agencies; and community and senior centers.

* CBI: https://www.stmarys-ca.edu/centers-institutes/catholic-institute-lasallian-social-action/student-leadership-programs/public-service-internship-program
* MICAH: https://www.micahfellows.org/
* LAB: https://www.stmarys-ca.edu/academics/schools/liberal-arts/lab-liberal-arts-bridge-program
* LSI: https://www.stmarys-ca.edu/offices-services/mission-ministry-center/special-partnerships

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

In 2021, CILSA created a Theory of Change to guide our strategic planning and program decisions for community engagement. We are focused on students and faculty engaging in transformative learning experiences, community partners collaborating to advance equitable distribution of resources, and communities building resources and networks for collective benefit. As a staff, we are committed to the following strategies: embodying community justice, love and power; building capacity for equity-centered leadership, anti-racism, liberatory design, and power building across engaged learning experiences; collaborating with campus and community partners to address root causes; and model a liberatory scholar-practitioner approach for the field, communities, and campus.

CILSA's Theory of Change: https://www.stmarys-ca.edu/centers-institutes/catholic-institute-lasallian-social-action/about

In fall 2022, the Academic Senate approved a revision to the undergraduate core curriculum starting in AY 2023 - 2024. The CE requirement is now an Engaged Learning (EL) requirement with new learning outcomes and additional ways to fulfill the graduation requirement (newly added: EL internships, summer research programs, and independent study).

Core Curriculum: https://www.stmarys-ca.edu/academics/core-curriculum

The College is currently working on a strategic plan to present to the Board of Trustees in May 2023. Faculty, staff, and administrators are collaborating on the strategic priorities of the institution as we look forward to the 100 year celebration at our current physical location of the College. (The College was established in 1863, but at

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

our current location since 1928.) This self-reflection and visioning activity is built on four foundations: 1) ensure the College's financial stability and sustaining our mission and propelling it into the future; 2) deepen our commitment to our Lasallian, Catholic, and Liberal Arts heritage; 3) advance diversity, equity, inclusion, and belonging across our campus community; and 4) exhibit leadership in social justice education, research, and advocacy.

Transformation 2028: The College's Strategic Plan: https://www.stmarys-ca.edu/about/leadership/president/strategic-plan

Since the last classification, the College has been impacted by the global COVID-19 pandemic and experienced a drop in student enrollment and revenue, changes in senior leadership and administration, faculty and staff departures due to the high cost of living, opportunities at other institutions, and work-life balance issues post-pandemic, the integration of a Collective Bargaining Agreement for adjunct faculty, the implementation of a Core Curriculum Committee for undergraduate education, and reaffirmed commitment to diversity, equity, and inclusion efforts, including receiving designation as a Hispanic Serving Institution (HSI). In January 2023, the College completed an Institutional Report submitted to the WASC (Western Association of Schools and Colleges) Senior College and University Commission. This self-study highlights the College's commitment to transformative education, faculty engagement and collaborative governance, progress in assessment and infrastructure effectiveness, successful comprehensive campaign to reaffirm the community's support of the College's mission and purpose, and advances from the pandemic, specifically reworking processes (i.e., facilities, operations, technology, and workforce rebalancing) more quickly to adapt to changes in the educational reality.

Saint Mary's Institutional Report:
https://drive.google.com/file/d/1jpxkazGYo0KekxXjGK4kMkef1rnXQIom/view

SECTION 11: Co-Curricular Engagement

1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories. For each example, describe what has changed since the last classification (maximum word count 1000).
   a. Social Innovation/entrepreneurship
   b. Community service projects - outside of the campus
   c. Community service projects - within the campus
   d. Alternative break - domestic
   e. Alternative break - international
   f. Student leadership
   g. Student internships/co-ops/career exploration
   h. Student research
   i. Work-study placements
   j. Opportunities to meet with employers who demonstrate Corporate Social Responsibility
   k. Living-learning communities/residence hall/floor
   l. Student teaching assistants (provided the TAs are not receiving credit)
   m. Campus Scholarship Program
   n. Athletics
   o. Greek Life

#1: Community Service Projects
The College's approach to community service projects has shifted since the last classification to be more focused

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

on long term collaborations and partnerships that include service projects led by community members. Alameda Point Collaborative (APC) has been a long time partner of the College and hosted one-time volunteers for service days in past years. Beginning in 2019, a team of students, known as the Bay Area Youth Collaborative (BAY), committed to long engagement (a minimum of one year) were hired to deepen the College's relationship and collaboration with APC and the broader community of Alameda. BAY team members support the personal and social development of middle and high school students engaged in the Teen Center at Alameda Point Collaborative. Team members implement enrichment activities, mentoring, and social engagement programming.

The program and approach of BAY is grounded in the following theoretical orientations: trauma informed care and practice, an asset based community development perspective, and restorative justice practices. BAY team members provide a consistent and collaborative presence at APC, which ensures that service projects are community centered and youth led. BAY team members work closely with APC staff, youth, and community members to organize service projects that involve alumni and college community members.

#2: Student Internships
CILSA, in partnership with community partners, organizes the Community Based Internship (CBI) Program (https://www.stmarys-ca.edu/centers-institutes/catholic-institute-lasallian-social-action/student-leadership-programs/public-service-internship-program). CBI students are interns (8-10 hours/week for one semester) at Bay Area nonprofit, community organizations in the public service sector and with campus departments that promote social justice efforts. Internship placements are often related to a student's academic area of study or career aspirations.

Our aim is for students to contribute to serving low income and marginalized communities and/or to promote efforts of social justice and sustainability through direct service or capacity building while engaging in personal and professional development. The internship includes a seminar component during which students explore theories of change, organizational theory, vocational exploration, and topics related to each student's field of study. Students receive a $2,000 scholarship for their participation, funded by donors. In 2022, CILSA received a 5-year private gift to support up to four students per year serving to advance diversity, equity, and inclusion efforts at the College.

While CBI began as a credit-bearing initiative, it is now co-curricular, while still fulfilling the CE requirement of the undergraduate core. We doubled the stipend when the program became co-curricular. We see this as an investment in students: we're providing students with the opportunity to receive a competitive rate and valuable experience outside of their traditional course setting. Students are eager to participate in internships to gain experience for their post-graduate lives and we believe that when those internships are engaged in community, student's learning is transformative and community partners benefit.

The student learning outcomes below further demonstrate the ways that CBI is an example of community engagement as an integral and valued aspect of the culture at Saint Mary's College. Through ongoing critical reflection, reading, writing, internship responsibilities, and seminar activities, students fully engaged in this program will:
*Describe and apply theories of change to the specific work of their community partner organization;
*Recognize and describe their growing sense of vocation and purpose related to public service;
*Utilize discipline-based knowledge to explore the social justice issues evident in the community partner organization's work;
*Identify the personal and professional skills developed through the internship experience; and
*Express their understanding of the interconnections between their experience and their responsibilities as members of social or professional communities.

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

#3: Student Leadership

From 2010-2022, the Engaged Learning Facilitator (ELF) program provided leadership opportunities for students in support of CE courses and partnerships. This is just one example of student leadership in community engagement.

The ELF program provided paid positions to undergraduate students who had experience in CE courses and were interested in helping to facilitate the learning of their peers. ELFs participated in the same initial formation and training as all CILSA student leaders and worked directly for Dr. Sarah Beth Dempsey, the now CILSA Director of Community Engaged Learning and Research. ELFs provided in-person orientations to community partnerships, acted as liaisons between faculty, students, and community partners, assisted in documentation and reimbursement processes, and were available to facilitate reflection activities in the classroom. Ideally ELFs were assigned to CE courses they had previously taken or were in their major; student recruitment and schedules often made this a challenge. Once the College started to utilize GivePulse, the ELFs were instrumental in introducing students and faculty to the reporting tools and trouble-shooting.

Under Dr. Sarah Beth Dempsey's direction, the ELF program increased its ongoing professional development of the ELFs to include scholarly readings about equity issues and opportunities in CE, white supremacy culture, how to build and sustain true partnerships, and how to assess success.

As the pandemic emerged, the ELFs were no longer as critical to the success of community engagement as they once had been. We phased out this student leadership role and created new strategies to assist faculty and community partners.

2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.

The College does not offer a co-curricular transcript. Undergraduate students' degree audits do note which courses that they took were community engagement but do not include co-curricular activities. In AY 2023 - 2024, the College will have some expanded options in GivePulse which we hope to make it possible for students to compile both their academic and co-curricular community experiences in one place.

SECTION 12: Pathways for Student Development and Learning Through Community Engagement

1. Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time.

CILSA's leadership and social justice programs have a developmental progression in their DNA. Our earliest program, the Bonner Leaders, was formed on what the Bonner Foundation calls the 5 Es: expectation, exploration, experience, example, and expertise. Several examples of developmental progression were evident at our last classification and continue to evolve today.

Jumpstart: Students typically begin as corps members and can progress to become team leaders or a senior intern. They might also choose to become materials coordinator or outreach coordinator.

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Bay Area Youth Collaborative (BAY): Students begin as team members and can progress to become team leaders or senior intern.

MICAH Summer Fellowship: In this program we have a developmental pathway from the student fellow role to that of MICAH alumni mentors. Each summer two alumni mentors are paid to accompany students through their MICAH experience.

Lasallian Fellow: This role is available to graduate students who have invested two years in post-graduate service and are now pursuing a graduate degree at Saint Mary's. This developmental progression supports graduate students as paid part-time members of CILSA's professional staff.

VISTA Program: For 10+ years, Saint Mary's hosted an Americorps VISTA program for full-time post-graduate service. Students with significant undergraduate CE experience would progress into full-time service while still receiving support and professional development from CILSA staff.

Student Leaders in Community Engagement (SLICE) and Engaged Learning Facilitators (ELF): These programs bridged the co-curricular and curricular pathways for CE. SLICE students were typically upper class students with CE experience and a desire to do community engaged research. SLICE was an honors-level, one-year commitment. For a variety of reasons, this program ended in 2017. ELF student leaders came from a variety of CE programs to provide support to CE courses, students, faculty, and partners. This program also sunsetted.

Fully on the curricular side, the Justice, Community and Leadership (JCL) major represents a developmental pathway of CE through a major. Their introductory CE course is lower division, followed by a community-based internship/immersion experience, and finally a capstone research and portfolio that integrates the long arc of reflection across the JCL curriculum and CE components. Learn more at https://www.stmarys-ca.edu/academics/liberal-arts/jcl

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

Student involvement in CE has diversified and grown since our last classification, as evidenced by the answer directly above and by the growth in CE courses offered at the institution. Each year, approximately 25% of our undergraduates are enrolled in a CE course. Specific student leadership roles within CE in CILSA include team leaders, interns, alumni mentors, post-graduate service opportunities, and graduate student fellowships.

At the time of our last classification, the College had a Community Engagement Council that helped shape the programs offered by CILSA. This student leader group has been inactive for nearly eight years; as we increased student leadership across the programs we no longer felt the need for a concentrated council.

Students typically have decision-making roles at their programmatic level. For example, the Bay Area Youth Collaborative (BAY) students co-design their budget in collaboration with the teens and staff where they serve. MICAH Summer Fellows live in community and determine collectively how to enact their commitments.

Student leadership in CE is recognized by CILSA's annual student leader award. Most recently, the student

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

leadership award was given to a group of Engaged Learning Facilitators (ELFs) who took collective action to impact the required great books curriculum. These students studied Kendi's "How to be an Anti-Racist" during their ELF training and decided to make institutional change by gaining the book's inclusion in Seminar. This is an example of student leadership in action toward institutional change.

3. Describe how your campus has designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

All undergraduate students at Saint Mary's must fulfill the CE learning requirement as part of the core curriculum, and 25% of them enroll in CE each year. The initial adoption of this requirement ensured that all students not only had access to but a structural incentive to pursue CE. Institutional funding for CE-related background checks, health screenings, and transportation helps to minimize the economic costs associated with CE. Supporting students in these costs has remained key since our last classification.

Student access to CE opportunities has been a concern since CILSA's founding in 1999. Because we do not want the necessity of work to be a barrier to community engagement, all of CILSA's student roles are paid. Originally, we relied nearly exclusively on federal work-study to fund student wages. (The College continues to invest nearly 25% of its FWS in community engagement programs.) The growth of our endowment in the past 10 years has enabled us to hire not only FWS-eligible students but also those who are not eligible for FWS but nonetheless need paid work. We have established a stipend for the community-based internships and summer fellowships. We have successfully sought additional funding sources for non-FWS wages and stipends.

The School of Liberal Arts Liberal Arts Bridge (LAB) program has been a key partner in funding community engagement internships either through CILSA or by students' independent arrangement. "LAB is a comprehensive four-year program designed to help liberal arts majors explore professional interests and opportunities, develop skills and networks, prepare materials, and gain the experience and confidence needed for a successful transition to life after graduation. Enrolling in the LAB program ensures you have guidance and support through this process of discovery and preparation, providing a bridge to your first thing, your next job, and your future." https://www.stmarys-ca.edu/academics/schools/liberal-arts/lab-liberal-arts-bridge-program

SECTION 13: Community Engagement and other Institutional Initiatives

1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (Check all that apply)

campus diversity, inclusion, and equity goals (for students and faculty)
efforts aimed at student retention and success
encouraging and measuring student voter registration and voting
development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming
the campus institutional review board (IRB) provides specific guidance for researchers regarding human subject protections for community engaged research

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

outreach activities
campus food security programs (internal and external)

2. Describe at least two but not more than four examples from question one, including lessons learned and improvements made over the past two years (maximum word count 1000).

Example #1: GaelPantry
In March of 2014, students shared their concerns about food insecurity and the need for nutritional assistance. The next academic year, a GaelPantry Committee was formed by student leaders, the Mission and Ministry Center (MMC), and Christian Brothers. The President and Cabinet accepted the proposal with the understanding that the MMC would coordinate its operation, reporting to the Vice President for Mission, for a one year pilot program. The Director of MMC worked with Good Eats, our campus food service company, to secure support and an appropriate space. The GaelPantry has continuously remained open since October 2016. Our Lasallian Mission has "Concern for the Poor and Social Justice" as core principles, and the installment of the GalePantry to support students aligns with the larger mission of the College. During the pandemic in AY 2020-2021, MMC wanted to ignite the community with something fun, interactive, and creative to look forward to each week, and started #FoodPantryFriday. Saint Mary's community members provided videos and recipes so students could learn how to cook using ingredients available at the GaelPantry.
https://www.youtube.com/playlist?list=PLCDI3SYRhECSfRHEDmGmP1Tf8Ncmnyqxg

Example #2: Voter Registration and Engaged Democracy
Under the leadership of Politics Professor Emeritus Steve Woolpert, the Engaged Democracy Initiative seeks to be a leader in strengthening the foundational principles and competencies of American democracy.

To improve America's civic life, the Engaged Democracy initiative:
* Fosters respectful, authentic dialog across partisan differences
* Builds on Saint Mary's College's record of excellence in student voting
* Develops nonpartisan civic learning opportunities and resources
* Makes common cause with outside organizations that contribute to the health of America's democratic republic

The Engaged Democracy Initiative and the Politics Department offer a Certificate in Practical Political Leadership. The Initiative also sponsors events that build skills in authentic dialogue and democratic competencies, including voting. In 2021, Dr. Woolpert collaborated with Living Room Conversations, AllSides, League of Women Voters Diablo Valley, and Braver Angels Berkeley/Oakland Alliance to host a virtual town Hall, "Healing Our Democracy in a Digital World." This event was co-designed with campus and community partners and 100 campus and community members attended. The event was designed to build community.

The work of Engaged Democracy expanded in AY 2022 - 2023, and moving forward will include the College's hosting of the only California offering of New Leadership, a partnership with the Center for Women and American Politics at Rutgers University. New Leadership is a national nonpartisan college students' public leadership training program addressing women's underrepresentation in politics. Saint Mary's will prioritize the participation of BIPOC women in the conference.

In 2023, Saint Mary's College was recognized as one of the top Voter Friendly Campuses. The College was one of 258 institutions recognized nationwide.
https://www.stmarys-ca.edu/news/saint-marys-college-california-recognized-efforts-engage-students-politically-ramp-voting?utm_source=mysmc&utm_medium=email&utm_campaign=all.staff

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Engaged Democracy: https://www.stmarys-ca.edu/centers-institutes/catholic-institute-lasallian-social-action/engaged-democracy-initiative

3. Provide a narrative describing and trends that have taken place related to alignment of institutional priorities since the last classification. In your narrative, address the trajectory of alignment of community engagement with the institutional priorities – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

One of the key opportunities identified in the newly-endorsed strategic plan focuses on sustainability and environmental justice (https://www.stmarys-ca.edu/about/leadership/president/strategic-plan). Drawing on the global Lasallian commitment to sustainability and Pope Francis' encyclical "Laudato Si," The College will exhibit leadership in environmental sustainability and environmental justice by fulfilling Saint Mary's Climate Action Plan (CAP) and adopting energy, transportation, policy, and education solutions that reduce our carbon footprint. We will launch a distinctive, comprehensive, place-based Institute for Environmental Justice & Sustainability to serve as a regional hub for advancing equitable and sustainable solutions for the campus and beyond. We will increase sustainability-related course and degree offerings such that all students graduate with an understanding, skills, and motivation to make responsible decisions that considers their relationship to natural systems, communities, and future generations.

In 2020, the College launched its inaugural CAP (https://www.stmarys-ca.edu/about/sustainability/climate-action-plan). A CAP begins with an inventory of the College's past greenhouse gas (GHG) emissions and follows with a plan for reducing those emissions by a given time frame. The goal of CAP is to achieve the largest and most cost-effective GHG emissions reduction. Tackling climate change is not just a technological challenge, it is a moral, ethical and social justice issue.

Pope Francis' Encyclical on Care for Our Common Home firmly pronounced that climate change is one of the greatest threats of our time, and the impacts of climate change will disproportionately burden the world's poor. The Intergovernmental Panel on Climate Change, the world's leading panel of experts, scientists and government officials, has repeatedly highlighted the urgency of prioritizing timely, ambitious and coordinated action to address unprecedented and enduring changes. In September 2019, The United Nations held a Global Climate Action Summit to bring climate change to the top of the international agenda. The world is starting to pay attention, and it is our collective responsibility to step up and act.

As a Lasallian Catholic college with a mission to inclusively serve marginalized communities, we will examine how our operations, decision-making, programs, policies and practices may unintentionally perpetuate inequities. Communities of color and low-income communities fare far worse than their counterparts in nearly every area, including housing, health, criminal justice, employment, and the environment - all of which are inextricably connected. Climate change is no different - the most vulnerable populations will bear unequal climate-related burdens, including health disparities, economic instability, and greater risk to extreme weather events. We must give constant consideration to how our projects and policies, not only in this CAP but elsewhere in our institution, impact Environmental Justice communities both locally and globally. For example, burning fossil fuels can lead to health impacts, such as respiratory symptoms, cardiovascular disease, and cancer. Because most power plants are located in or near communities of color and low-income communities, those impacts must be considered as we make important institutional decisions, such as where our energy comes from. We will apply this racial equity lens throughout the planning, decision-making and implementation process.

SECTION 14: Reflection and Additional Information

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

As we reflect on the last 10 years of engagement work at Saint Mary's College, we recognize our growth, development, and innovation that grounds our work in equity and anti-racist frameworks to provide better outcomes for students and communities. The College has made a financial commitment to CE with Core Curriculum funds, CILSA's Head+Heart+Hands endowment, and AmeriCorps grants. The programs we provide serve a purpose and mutual benefit with community partners. We also recognize there is a need for more assessment. We realize that with more structure and capacity we can learn more about our effectiveness and chart improvements. Now we are in a place where we have invested time and resources in CE practices and need to shift more in assessing our work.

2. During the process of completing the application, did your campus work with a consultant, attend a workshop/webinar, or utilize other resources? If yes, what resources were utilized? This is also an opportunity to provide feedback on those resources.

At the start of the application process, we read "The Elective Carnegie Community Engagement Classification: Constructing a Successful Application for First-Time and Re-Classification Applicants" (2018) edited by John Saltmarsh and Matthew B. Johnson. This book was helpful for creating a project timeline and drafting guiding questions for our application. During the application process, we attended workshops and webinars hosted by Campus Compact and GivePulse. Additionally, Dr. Jennifer Pigza and Dr. Sarah Beth Dempsey completed the Carnegie Elective Classification Consultant training facilitated by the American Council on Education. These online sessions provided great insight into the reapplication process and requirements. The Re-Classification Documentation Guide to the Application was a wonderful resource to help us to better understand the application questions.

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

-- empty or did not respond --

4. (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).

Continuing from Section Two, Question 5:

All Saint Mary's undergraduates need to take a CE course to fulfill a core graduation requirement. We offer approximately 50 CE courses annually, with four - six courses available in January Term, which is when many graduating seniors, athletes, student parents, and STEM majors take CE courses. Due to the COVID-19 pandemic, fewer CE courses were offered in January 2021, because community partners were not available or did not have the capacity for one month of remote service. With the shortage of January Term CE courses and a large number of graduating seniors still needing the CE requirement, CILSA Director Dr. Sarah Beth Dempsey created a course titled "Community Engagement: A Retrospective Learning Experience." This course was

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

intended for students who had already completed significant work/service/praxis that was directly related to coursework and occurred while students were in college, but did not receive CE credit.

This course was unique because students reflected on past service experiences months, if not years, after they happened. Students read CE texts, reflected on engagement experiences and moments of transformational learning, and related them to Saint Mary's courses as identified by the students. For example, there were students who served at hospitals, tutoring centers, and nonprofit organizations and related those service experiences to biology, math, and business classes, respectively. This course was offered on Zoom and was a highly interactive lecture/discussion course with Jamboard activities, breakout groups, and reflection papers so students could fully integrate their service work, academics, and class content just like other CE courses. They critically reflected on their values and assumptions about their service experiences, the communities they served, and the systemic issues of oppression that impacted their communities and their roles in it. They explored issues such as asset-based vs. deficit-based mindset, racism and antiracism in service, and notions of charity vs. solidarity.

This course has been so successful, and continues to meet the need of helping students fulfill the CE graduation requirement, that it has been offered three additional terms (summer 2021, spring 2022, and spring 2023), and is scheduled to be offered in fall 2023 and spring 2024.

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

 -- empty or did not respond --

6. (Optional) Please provide any suggestions or comments you may have on the application process for the Elective Classification for Community Engagement.

We appreciate the GivePulse platform and the ease for submitting our re-application. We appreciate the questions about how COVID and the racial injustice pandemics impacted our CE work.

7. Request for Permission to use Application for Research and Training:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research and training purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released to researchers. We encourage you to indicate your consent below to advance research on community engagement.

Please respond to A, B, or C below:

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

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

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

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

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

Partner #1

Community Partner Name	Alameda Point Collaborative
Community Partner Contact	Douglas Biggs
Email	dbiggs@apcollaborative.org

Partner #2

Community Partner Name	ARM of Care
Community Partner Contact	Angie Kavert
Email	angie@armofcare.org

Partner #3

Email	iovelarlaterza@cceb.org

Community Partner Name	Catholic Charities of the East Bay
Community Partner Contact	Ingrid Ovelar Laterza

Partner #4

Email	elaine@leadcalifornia.org
Community Partner Name	LEAD California
Community Partner Contact	Elaine Ikeda

Partner #5

Email	giangregorioc@dls-academy.org
Community Partner Name	De La Salle Academy
Community Partner Contact	Chris Giangregorio

Partner #6

Email	jhthomas100@gmail.com
Community Partner Name	League of Women Voters of California
Community Partner Contact	Janet Thomas

Partner #7

Community Partner Name	Monument Crisis Center
Email	ygonzalez@monumentcrisiscenter.org
Community Partner Contact	Yolanda Gonzalez

Partner #8

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

Submitted by Saint Mary's College of California on 3/17/2022. Last modified on 5/16/2023.

Community Partner Contact	**Mirna Cervantes**
Email	**mirna@mionline.org**
Community Partner Name	**The Multicultural Institute**

Partner #9

Email	**teresagiacoman@gmail.com**
Community Partner Name	**Oakland Public Education Fund**
Community Partner Contact	**Teresa Giacoman**

Partner #10

Community Partner Contact	**Chris Nayve**
Email	**cnayve@sandiego.edu**
Community Partner Name	**University of San Diego**

Partner #11

Community Partner Name	**Stanford University**
Email	**paitra@stanford.edu**
Community Partner Contact	**Paitra Houts**

Partner #12

Community Partner Name	**Jumpstart**
Community Partner Contact	**Truyen Tran**
Email	**truyen.tran@jstart.org**

Partner #13

Community Partner Name	**Mt. Diablo Unified School District**
Community Partner Contact	**Jorge Melgoza**
Email	**melgozaj@mdusd.org**

Partner #14

Community Partner Name	**Sustainability**
Community Partner Contact	**Ann Drevno**
Email	**agd8@stmarys-ca.edu**

Partner #15

Community Partner Name	**We Care Services for Children**
Community Partner Contact	**Pete Caldwell**
Email	**pcaldwell@wecarechildren.org**