

# The 2024 Carnegie Elective Classification for Community Engagement



# Introductions



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# New Host: American Council on Education

The Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) have announced that ACE will be the new host of the Carnegie Classifications. For the first time, the Universal and Elective Classifications will be brought together in a single organizational home. The two organizations will also work together to develop new and refined versions of the Classifications to better reflect the public purpose, mission, focus, and impact of higher education.



# Overview



This webinar will address preparation for both first-time applicants and campuses that are re-classifying (2015 classified) and will include:

- Update on current status of the Carnegie Elective Classifications
- Background on the Community Engagement classification
- An overview of the 2024 classification timeline and frameworks
- Strategies that have been effective for successful applicants
- Question & Answer session



# For First Time & Re-Classification:

## 2024 Cycle Timeline Overview

- Framework released: January 2022
- Applications Available: March 2022
- Application Deadline: May 2023
- Campuses Notified: December 2023
- Public Announcement: January 2024

## 2026 Cycle Timeline Overview

- Framework Released & Applications Available: January 2024
- Application deadline: April 2025
- Campuses notified: December 2025
- Public Announcement: January 2026



# Which campuses need to reclassify?

As we move to a new classification cycle, classified campuses will need to reclassify in **6 years** instead of 10 years.

For 2015 classified campuses, your original reclassification was 2025. Campuses that need to re-classify in 2025 are welcome to choose between the 2024 (1 year early) or the 2026 (1 year late) cycles.

Campuses that classified in 2006, 2008, or 2010 and have not reclassified will need to apply using the first time classification framework.



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## Community Engagement Definition

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



“

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

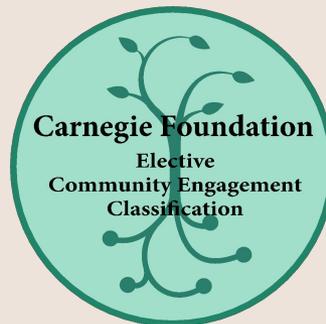


# Classification = A Benchmarking Tool

- Mainly descriptive
- Self-reported data/information
- Institutions evaluate various aspects of their processes in relationship to standards of best practice (Documentation Framework)
- Not a tool that creates a hierarchy or levels of classification
- A space to tell your campus' story and unique approach to community engagement.



# Documentation Framework



# Framework Structure

- Integrates IPEDs data
- Focus on smaller, thematic sections instead of large sections with sub-fields. The goal is to improve clarity about what kind of information should be included within a question.
- An effort to decrease the amount of information necessary for each section
  - For example, many questions ask: “describe at least two but no more than four examples from the following practices, as they specifically relate to community engagement.”



## 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 (maximum word count 1000):

- Social Innovation/entrepreneurship
- Community service projects - outside of the campus
- Community service projects - within the campus
- Alternative break - domestic
- Alternative break - international
- Student leadership
- Student internships/co-ops/career exploration
- Student research
- Work-study placements
- Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- Living-learning communities/residence hall/floor
- Student teaching assistants (provided the TAs are not receiving credit)
- Campus Scholarship Program
- Athletics
- Greek Life



# Community Engagement & COVID-19

We recognize the many challenges institutions have faced in the wake of COVID-19, many of which have impacted the institutionalization of community engagement.

In the 2024 application, campuses will be allowed to use AY data that best represents their engagement – pre-COVID (2018-19) or during the pandemic. Campuses will be asked to specify in the application the year of the data represented.



# Classification Application

1. Campus, Community, and Community Engagement Context
2. Quality of Community Engagement Relationships
3. Academic Community-Campus Partnerships
4. Institutional Identity and Culture
5. Infrastructure and Finance
6. Institutional (Campus-Wide) Tracking, Monitoring, and Assessment
7. Outcomes and Impacts
8. Faculty and Staff
9. Curricular Engagement
10. Co-Curricular Engagement
11. Pathways for Student Development and Learning Through Community Engagement
12. Community Engagement and Other Initiatives
13. Reflection, Consent, and Partnership Survey



# Racial justice, democracy, global warming

5. Describe how community engagement efforts 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.

Current Word Count (500 Max) = 0



# Reclassification

The re-classification documentation framework is designed for an evidence-based reflective process focusing on what has changed since receiving the classification. It is structured to include narrative responses allowing for explanation of changes that have occurred since the previous classification. The narratives are designed to address:

1. what currently exists,
2. changes since the last classification, and
3. relevant supporting evidence.



# Strategies for Approaching the Framework



# Areas for focused attention

Upon review of the 2020 classification process, reviewers noted areas where there is more work to be done. Even among the most effective applications, there are areas of practice in need of continued development.

As a way of improving your institutional practices and to position your campus for successful classification, we encourage you to attend to the areas of:

1. Reciprocal partnerships
2. Faculty & Staff rewards and development
3. Infrastructure
4. Assessment
5. Curricular Engagement
6. Impacts on minoritized students and faculty



# Impacts on minoritized students and faculty

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.

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.



# Assessment

The assessment practices required by the Community Engagement Classification must meet a broad range of purposes:

- ◎ Assessing community **perceptions** of institutional engagement;
- ◎ **Tracking and recording** of institution-wide engagement data;
- ◎ Assessment of the **impact** of community engagement on students, faculty, community, and institution;
- ◎ Identification and assessment of student learning **outcomes**;
- ◎ Ongoing **feedback mechanisms** for partnerships.



# Effective Approaches to the Application

1. The First-Time Classification Framework and Re-Classification Framework are available on GivePulse and our website. Printable copies and a **“guide”** for applicants are available on our website. Applicants are advised to review information from the “guide” prior to initiating an application.
2. Many classified campuses report that it has been highly beneficial to form **a cross-institutional team with community representation** to work on the application.



# Effective Approaches to the Application

3. An authentic understanding of community engagement is enhanced when campuses **describe successes as well as activities that didn't go as planned**. The latter provide opportunities for learning and improvement and can be described accordingly.
4. While it is understandable that you will want to tell everything about your campus' community engagement activity, it is necessary to be judicious in **selecting the most important and compelling evidence** for the application. Each section of the application has word limits.



# Concluding Advice

1. Don't leave blanks - but what if we don't have an answer?
2. Alignment/triangulation
3. Coherent narrative
4. Institutional perspective – cross institutional team
5. Include campus as a whole, not a part of the campus
6. Include engagement that has been implemented, not aspired to



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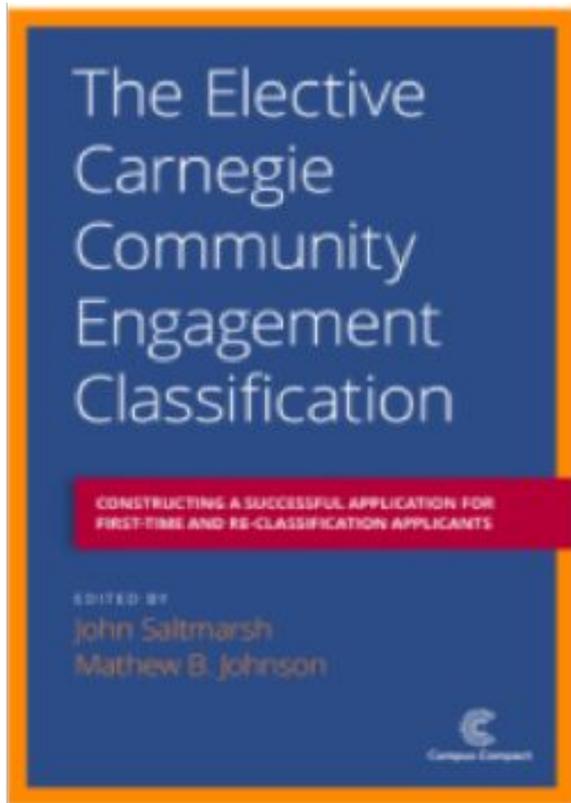
# For Campuses Classified in 2015

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Campuses that need to re-classify in 2025 are welcome to choose between the 2024 (1 year early) or the 2026 (1 year late) cycles.



# Resources



1. A guide is available on the website for both applications to offer additional information on questions and sections within the framework
2. [www.carnegieelectiveclassifications.org](http://www.carnegieelectiveclassifications.org): resources and information on forthcoming webinars and workshops, as well as how to request such training
3. We do not want to exclude a campus from participating due to the inability to cover the application fee. Campuses may request a fee waiver by emailing us at [info@carnegieelectiveclassifications.org](mailto:info@carnegieelectiveclassifications.org).



# Consultants

The Carnegie Elective Classification for Community Engagement management team does not work with individual campuses to avoid a conflict of interest.

Starting in late spring/early summer 2022, a group of certified consultants will be available to support individual campuses and groups of institutions for workshops/webinars.



Questions?

## **Questions and Resources:**

**[www.carnegieelectiveclassifications.org](http://www.carnegieelectiveclassifications.org)**

**[info@carnegieelectiveclassifications.org](mailto:info@carnegieelectiveclassifications.org)**