Preparing for the 2024 Carnegie Elective Classification for Community Engagement

ADP & CLDE - June 23, 2022
Introductions

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Overview

This session will support first-time and re-classifying applicants in the initial steps of building a classification team and aligning data & resources:

- Institutional Motivations
- Approaching the Framework
- Identifying and Gathering Evidence
- Assembling Your Team
- Question & Answer session
New Host: American Council on Education

As of April 1, the American Council on Education (ACE) is 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.
Carnegie Elective Classifications

Classification for Community Engagement

Classification for Leadership for Public Purpose
Goals for the 2024 Cycle

- Targeted outreach and support to community colleges, HBCUs, and HSIs
- Peer review process for application - Outreach and recruitment of reviewers
- Increase research and reporting on classification data
- Build learning communities
- Approved consultants to support campuses
- Capturing history of CE classification
## 2020 Community Engagement Classification (all applicants)

<table>
<thead>
<tr>
<th>Category</th>
<th>Applied</th>
<th>Classified</th>
<th>Achievement %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community &amp; Technical Colleges</td>
<td>14</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>HBCUs</td>
<td>4</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>HSIs</td>
<td>29</td>
<td>14</td>
<td>48%</td>
</tr>
<tr>
<td>All</td>
<td>186</td>
<td>119</td>
<td>64%</td>
</tr>
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Total Classified Campuses: 356
Peer Review Process

- Applicant Campuses must initiate an application by October 31, 2022.
- Call for Reviewers released winter 2022/2023 & training spring 2023
- Seek a broad range of reviewers; will not have been required to have undergone a classification process.
- We are inviting colleagues from the Australian and Canadian Carnegie Classification to review

- Teams of three will review applications together, likely 4-6 applications
- Have time to review independently, meet and discuss, and come to a consensus
- Applications that do not meet consensus will be sent to a secondary senior review committee
- Campuses receive embargoed notification in December 2023; national announcement January 2024
Activity: What is your Why?
Why is your institution interested in pursuing the community engagement classification?

Respond at PollEv.com/laurenbartsh065

Text LAURENBARTSH065 to 37607 once to join, then text your message
Institutional Motivation

**Institutional Identity:** Declare an institutional identity and mission that distinguishes the institution from peers.

**Institutional Self-assessment and Self-study:** Bring the disparate parts of the campus together to advance a unified agenda and identify promising practices that can be shared across the institution.

**Accountability:** Demonstrate that the institution is fulfilling its mission to serve the public good, as well as a new level of legitimacy, public recognition, and visibility for your work.

**Catalyst for Change:** Foster institutional alignment for community-based teaching, learning, and scholarship.
Documentation Framework
Classification Cycle Timelines

2024 Cycle Timeline Overview

- Framework released: January 27, 2022
- Applications Available: March 1, 2022
- Applications Initiated By: October 31, 2022
- Application Deadline: May 1, 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.
Classification Application

1. Campus Contact Information
2. Campus, Community, and Community Engagement Context
3. Quality of Community Engagement Relationships
4. Academic Community-Campus Partnerships
5. Institutional Identity and Culture
6. Infrastructure and Finance
7. Institutional (Campus-Wide) Tracking, Monitoring, and Assessment
8. Outcomes and Impacts
9. Faculty and Staff
10. Curricular Engagement
11. Co-Curricular Engagement
13. Community Engagement and Other Initiatives
14. Reflection and Other Initiatives
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.
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]
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 from AY 2018-19, 2019-20, 2020-21, and 2021-22. Campuses will be asked to specify in the application the year of the data represented within each question.

In the 2026 application, campuses will use data from AY 2022-23.
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.
Strategies for Approaching the Framework
Effective Approaches to the Application

1. The First-Time Classification Framework and Re-Classification Framework are available on GivePulse. 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.
# Community-engaged vs Community-based

<table>
<thead>
<tr>
<th>Community-engaged</th>
<th>Community-based</th>
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<tbody>
<tr>
<td>❖ Campus and community share decision-making power</td>
<td>❖ Campus holds decision-making power</td>
</tr>
<tr>
<td>❖ Campus and community co-define problems and co-create goals and outcomes</td>
<td>❖ Campus defines the problems, goals, and outcomes</td>
</tr>
<tr>
<td>❖ <strong>Asset-based</strong>: strengths, skills, and knowledges of those in the community are validated and legitimized</td>
<td>❖ Campus knowledge prioritized</td>
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Breakout:
What evidence might you need and where might it be found?
Identifying and Gathering Evidence

1. What kinds of evidence will we need to address the questions in the framework?

2. What data do we have from systematic assessments and strategies?
   a. Where can this evidence be found – where does it live?

3. What data do we still need?
   a. How do we improve the systematic assessments already in place? What new assessments of impact and/or outcome can we pilot now and continue using?

4. Are we investing in a strong and sustainable relationship with the institutional research office or other offices or individuals charged with institutional assessment?

5. Who are we involving in data collection and are we missing any key players?
Aligning Institutional Data Gathering

1. What other efforts on campus gather evidence of community engagement (e.g. strategic planning, re-accreditation, civic action plan)?

2. Are we involving someone who chairs or is knowledgeable of institutional accreditations and strategic planning in our core team?

3. What can we learn from our re-accreditation, strategic planning, and civic action plan processes to inform our (re)classification process and vice versa?
Breakout:
Who should be included on your classification team?
Pathways to Community Engagement = Pathways to a Team

- The Civic Mission of Higher Education
- Connecting to the Community

Mission Pathway

Partnership Pathway

Epistemological Pathway

Pedagogical Pathway

- The New Production of Knowledge
- Improved Teaching and Learning

Community Engagement
Example: University of La Verne’s 2015 classification team

<table>
<thead>
<tr>
<th>Mission</th>
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<tbody>
<tr>
<td><strong>Vision, Mission, and Core Values</strong></td>
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<tr>
<td>The University of La Verne will be nationally recognized for its enriching and relevant educational experience, which prepares students to achieve more than they ever imagined.</td>
</tr>
<tr>
<td><strong>University Mission</strong></td>
</tr>
<tr>
<td>The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners, preparing them for successful careers and a commitment to lifelong learning across the liberal arts and professional programs.</td>
</tr>
<tr>
<td><strong>Core Values of the University of La Verne</strong></td>
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<tr>
<td>- <strong>Ethical Reasoning</strong>: The university affirms a value system that actively supports peace with justice, respect of individuals and humanity, and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.</td>
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<td>- <strong>Diversity and Inclusivity</strong>: The university supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.</td>
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<tr>
<td>- <strong>Lifelong Learning</strong>: The university promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.</td>
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<tr>
<td>- <strong>Civic and Community Engagement</strong>: The university asserts a commitment to improving and enhancing local, regional, and global communities.</td>
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<tr>
<th>Partnerships</th>
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<tr>
<td>The Office of Civic and Community Engagement is a testament to the University of La Verne’s dedication to its founding values and deep commitment to improving and enhancing local, regional, and global communities, as well as preparing our students to be socially engaged leaders in their communities.</td>
</tr>
<tr>
<td>Our model of engagement draws from Asset Based Community Development and seeks to recognize the gifts, talents, abilities, and assets of our local communities and our students, faculty, and staff. Together we work collectively toward addressing the most pertinent issues that communities identify by being partners in the process.</td>
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<tr>
<th>Epistemology</th>
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<tr>
<td>- Community-based Research projects</td>
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<tr>
<th>Pedagogy</th>
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<tr>
<td>- Engaged Departments</td>
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<tr>
<td>- Faculty Development</td>
</tr>
<tr>
<td>- Partnership with Teaching and Learning</td>
</tr>
<tr>
<td>- Community as Co-educator model</td>
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Power Mapping

1. Who has institutional/community power + could be an ally/asset
2. Who has institutional/community power + could be a challenge/problem
3. Who doesn’t have institutional power but still could be an ally/you’d be an ally to by involving in this process?
4. Who doesn’t have institutional power and is not necessary to engage
   - **Field 1**: Internal to the institution
   - **Field 2**: Outside the institution
Our campus does not have the resources for a big committee. Now what?

You might:

❖ Collect needed information by visiting institutional websites, strategic planning documents, press releases, annual reports, etc.
❖ Contact the heads of programs to contribute to relevant questions, such as the Directors of Student Life, Foundation, Finance, DEI, etc. This can be process inclusive but as not time intensive as participating on a committee (yet heavy lifting to organize for the application chair).
❖ Negotiate for a faculty course release for support
❖ Negotiate for a stipend to hire a consultant
Concluding Advice

1. Don’t leave blanks – but what if we don’t have an answer?
2. Alignment/triangulation
3. Coherent narrative
4. Include campus as a whole, not a part of the campus
5. Include engagement that has been implemented, not aspired to
6. This is not a competition – tell the story of the great work happening at your campus
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.
Multi-institution Trainings & Consultants

The Carnegie Elective Classifications management team does not work with individual campuses to avoid a conflict of interest.

The Carnegie Elective Classifications Management team is available to do multi-institution training. Rates and inquiry forms can be found on our website.

To ensure that campuses that are interested in having consultants assist with their application, the Carnegie Elective Classifications Management team has trained a group of consultants. Information for consultants that have gone through our training are available on our website.
Questions?