

Aligning and Integrating the IEP Designation and Carnegie Classification Application Processes

Session Workbook

August 4, 2022

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Handout 1: Background on IEP Designation and Carnegie Elective Classification

Program Name	Innovation and Economic Prosperity Universities Program	Carnegie Elective Classification for Community Engagement
Organizational program home	Association of Public and Land-grant Universities in partnership with the University Economic Development Association	American Council on Education, in collaboration with the Carnegie Foundation for the Advancement of Teaching
Key objective	Help institutions better know, measure, tell, and enhance their economic and community development impact while recognizing institutions that have demonstrated a substantive, sustainable, and institution-wide commitment to and strategy for regional economic engagement, growth, and economic opportunity	Help institutions better know and measure the institutionalization of community engagement while recognizing institutions that have made extraordinary commitments to their public purpose and community engagement initiatives.
Who is eligible?	All Higher Education Institutions. APLU members participate for free. The institution's Chancellor or President must submit a letter applying for the startup cohort.	All Higher Education Institutions.
Program Cost or fees	Non APLU members pay a program fee with discounts for smaller institutions.	Application fees support the administration of the Elective Classifications on a sliding scale. Fee waivers are available.
Defining framework	APLU Economic Engagement Framework ; Know, Measure, Tell, Engage	2024 Carnegie Community Engagement First time Framework 2024 Carnegie Community Engagement re-classification framework
Approach	Strategic planning for economic engagement; Identifying strengths and weaknesses and planning to address them; measuring and communicating impact	Focus is on the quality of partnerships with the community and the degree to which those partnerships are mutual and reciprocal; Movement toward greater reciprocity and greater institutional commitment over time.
Timeline for Designation/Classification and redesignation/reclassification	Institutions can join the startup cohort in December of each year. They have up to 3 years to submit a successful application. (three opportunities per year). Five years after designation , designees must submit a 5-year extension of their application. Ten years from designation , they must reapply.	New cycles open every two years. Institutions must apply for redesignation every 6 years . Institutions classified in 2015 can reapply in either the 2024 or 2026 cycle. Those wishing to apply for the 2024 cycle must initiate their application by October 31, 2022
Who is already classified/designated?	IEP Designees.	Current holders of the Carnegie Classification for Community Engagement

Worksheet 1: Motivations for the application: What is your Why?

Consider the following questions and then use the answers to fill in the table below:

1. Personal motivations:
 - a. How did you first learn about the IEP or Carnegie Elective Classification for Community Engagement?
 - b. What was it that made you interested in learning more?
 - c. What do you hope to learn from the process?
2. Internal institutional motivations:
 - a. What internal stakeholders are most interested in pursuing the classification?
 - b. Do you know why?
 - c. What changes *internal to the institution* do you think could occur as a result of the process?
3. External motivations:
 - a. Which external stakeholders are you hoping will participate in the process?
 - b. What do you hope they will contribute to the process?
 - c. What do you hope they will learn from the process?

	<i>IEP</i>	<i>Carnegie</i>
<i>Personal Motivations:</i> What do you hope to learn from the process?		
<i>Internal institutional motivations:</i> What internal changes do you hope will occur as a result of the process?		
<i>External motivations:</i> What do you hope external stakeholders will learn or do as a result of the process?		

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Handout 2: Crosswalk of information requirements. *Please note: this table contains only a summary of the information requested by each of the applications. Applicants should consult the full frameworks and applications.*

	IEP Universities Designation Application		Carnegie Elective Classification for Community Engagement	
Type of Information Requested	Section Name/number	Summary of requested information	Section Name/number	Summary of requested information
Applicant and institutional identification	Applicant Information	IEP campus contacts (2) name, titles, and contact information; name and title of all contributors to the application.	Section 1: Applicant's Contact Information	Official Institutional name, IPEDS number, Single campus or multi-campus system; individual applicant contact information; President/ Chancellor email address; Enrollment and staff count <i>System will use IPEDS to fill in information on enrollment and staff where an IPEDS Unit ID is available.</i>
Introduction and Summary	Introduction	Provide an overview of your institution's submission.		
Articulation and institutionalization of relevant definitions	Introduction	Describe how the phrases " innovation " and " economic prosperity " have been interpreted by your campus team and how your submission reflects these ideas.		
	Economic Engagement Enterprise	Provide your institution's working definition of economic engagement and explain the extent to which there is a shared vision for and definition of economic engagement among internal and external stakeholders. Explain the extent to which the university's definition of economic engagement is consistent with current ideas about the purposes and practices of university engagement.	Campus, Community, and Community Engagement Context	Provide the institution's definition(s) of community engagement and related terms. Describe the context for its creation, how it is used, and its impact.

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Description of the Institution and the context in which it conducts its engagement			Campus, Community, and Community Engagement Context	Describe institution in a way that provides a context to understand how engagement is enacted. Describe the communities within which community engagement takes place. Describe how community engagement efforts have been impacted by recent national and global events
Description of engagement structures and support	Economic Engagement Enterprise	Identify how the university's internal structure supports economic engagement efforts.	Section 2: Campus, Community, and Community Engagement Context	Describe structure of engagement and factors that shape it.
			Section 6: Infrastructure and finance	Describe the structure, staffing, and purpose of the campus-wide coordinating infrastructure to support and advance community engagement.
			Section 9: Faculty and Staff	In the context of your institution's community engagement support services and goals, describe examples of practices that support faculty and staff in community engagement.
Description of partnerships and their quality	Summary of accomplishments	Describe three main areas of accomplishment. Describe institutional strengths or desirable outcomes. Describe how your stakeholder outreach and data collection influenced what you chose as a major accomplishment. Describe success factors and lessons learned	Section 3: Quality of Community Engagement Relationships	Describe actions and strategies that ensure development of partnerships that center mutuality and reciprocity. Describe how they are shared with partners and how campus ensures that partners have significant voice and input Describe collective goals developed by campus and community to guide

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		Describe replicability to other areas of engagement or other institutions.		engagement. How are they tracked, measured, and reported? Describe how partners in marginalized communities are compensated for their labor in enriching student learning and faculty research.
	Economic Engagement enterprise	Explain the extent to which there is a shared vision for and definition of economic engagement among both internal and external stakeholders	Section 4: Academic Community-Campus Partnerships	Describe 5 to 8 representative examples of partnerships that illustrate both the breadth and depth of community engagement.
			Section 7: Institutional tracking, monitoring, and assessment	What are the standards of high-quality community engagement that the campus aspires toward and how were they determined?
Evidence of institutional commitment and culture of engagement: <i>alignment of mission and institutional priorities</i>	Economic engagement planning	Explain how economic engagement plans are and/or will be reflected in university-wide strategic plans, academic program planning, research agenda development, and outreach strategy creation.	Section 5: Institutional identity and culture	How do campus mission and vision reflect institutional commitment to engagement?
			Section 13: Community Engagement and other Institutional Initiatives	Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: Campus DEI, student retention and success, student civic engagement, social innovation and entrepreneurship, IRB guidance for community engagement; broader Impacts of research; outreach; lifelong learning (noncredit activities); food security programs.

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Evidence of institutional commitment and culture of engagement: <i>professional development, recognition, and reward</i>			Section 5: Institutional identity and culture	Describe formal recognitions provided by the institution through campus wide awards or celebrations of engagement
	-	-	Section 9: Faculty and staff	Describe professional development support for faculty in any employment status and staff who seek to develop or deepen engaged approaches and methods.
				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. Cite at least one example.
				Describe the policies for faculty promotion, tenure, and merit pay that specifically reward faculty scholarly work that uses community engaged approaches and methods. Describe how the tenure, promotion, and reward processes account for the often-racialized nature of community engagement that disproportionality impacts faculty, staff, students, and communities of color.
			Section 12: Pathways for Student Development and Learning Through Community Engagement	Describe how student leadership in community engagement is recognized.

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Evidence of institutional commitment and culture of engagement: <i>resource allocation</i>	Economic Engagement Planning	Note briefly how the institution ensures that resources are available for the economic engagement enterprise. Offer evidence that the university is committed to advancing this work by allocating appropriate resources.	Section 6: Infrastructure and finance	Describe the internal budgetary allocations dedicated to supporting institutional engagement with the community.
Evidence of institutional commitment and culture of engagement: <i>commitment to improvement</i>	Economic engagement planning	Describe how you will build on accomplishments and strengths and address areas for growth and improvement. Explain how this will be reflected in university strategic plans and other university-wide plans	Section 7: Tracking, Monitoring, and Assessment	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?
			Section 12: Pathways for Student Development and Learning Through Community Engagement	Describe how your campus has designed new programs and initiatives, or re-designed existing ones to increase participation in community engagement and the opportunities for learning that it provides.
			Section 3: Quality of Community Engagement Relationships	Describe how systematic data from feedback and assessment is used to improve reciprocity and mutual benefit.
Use of Metrics, data and tracking of engagement efforts: <i>Stakeholder perceptions of engagement</i>	Summary of Accomplishments	Describe three areas of accomplishment identified via the self-study process. Identify the metrics, stakeholder collected data, or other evidence that supports your assertions of accomplishments.	Section 7: Institutional (campus -wide) tracking, monitoring, and assessment	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?

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				Survey is sent to community partners, identified by institution, regarding their perceptions of the partnership.
Use of Metrics, data and tracking of engagement efforts: Documenting Engagement activities	Summary of Accomplishments	Describe three areas of accomplishment identified via the self-study process. What metrics, stakeholder collected data, or other evidence support your assertions that these area areas of accomplishment?	Section 7: Institutional (campus -wide) tracking, monitoring, and assessment	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?
	Growth and improvement plan	Describe areas of improvement or opportunity. Identify the assessment tools or metrics you used to identify these areas of improvement.	Section 3: Quality of Community Engagement Relationships	Describe the data you collect about partnerships and their mutuality.
Strengths and weaknesses in engagement	Economic Engagement enterprise	Summarize strengths and challenges with regard to economic engagement.		
Curriculum-based engagement		-	Section 10: Curricular Engagement	For-credit community engaged courses: Number and percentage of total for credit courses. Faculty teaching for-credit community-engaged courses: number, percentage and percentage full-time/part time/tenure track Departments offering for credit community engaged courses: number and percentage. Students enrolled in for-credit community engaged courses: number and percent.

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				Describe how community engaged courses are defined, tracked, reported, and noted on transcripts. Describe how community engagement is integrated into traditional curricular structures and other academic activities.
Co-curricular engagement		-	Section 11: Co-curricular engagement	Describe how community engagement is integrated into institutional co-curricular practices.
Stakeholder communication	Promotion and communication	Describe target audiences for communications about economic engagement – including audiences that you need to help design goals and strategies. Describe communication strategies Provide examples of how the university’s economic engagement story is being told.	Section 5: Institutional Identity and Culture	Describe how community engagement is emphasized as part of the institution's brand message identity or framework. Describe how executive leadership of the institution explicitly promote community engagement as a priority.
Institution’s accomplishments in advancing engagement practice nationally	Advancing University economic engagement practice	Describe how institution has taken a leadership role in economic engagement. Describe how university interacts with peers at other institutions. How has the university used its own experiences to advance the practice nationally?		
Impact of engagement for students			Section 8: Outcomes and Impacts	Provide an example of learning outcomes for students who participate in for-credit courses that are community engaged.

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				<p>Describe how these learning outcomes are assessed. Is there a systemic, campus-wide mechanism for assessing community engagement learning outcomes?</p> <p>Provide examples of changes to for-credit courses that are community engaged based on the results of assessment.</p> <p>Provide examples of how your campus disaggregates faculty and student engagement data by race, ethnicity, gender, or other identity-based demographics</p>
			Section 11: Co-Curricular Engagement	Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement
			Section 12: Pathways for Student development and learning through Community Engagement	Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time. Explain how students are involved in community engagement and play leadership or decision-making roles.
Impacts of engagement on community	Summary of accomplishments	What evidence or measures did you use to determine that this is an area of accomplishment of your economic engagement enterprise?	Section 8: Outcomes and Impacts	Provide an example of a systematic, campus-wide, assessment mechanism for assessing community engagement outcomes and impacts on community

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				indicators and describe one key finding of each.
Reflections on the process	Self-study process Experience	Describe your experience participating in the IEP process. Discuss how collecting the information helped you think differently about your engagement efforts.	Section 14: Reflection and Additional Information	Reflect on the process of completing the application. What learning, insights or unexpected findings development? What external resources did you use to help you with the process? Who participated and who was missing? How might the missing voices have improved the report?

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Worksheet 2: Developing your IEP/Carnegie Team

Using the information requirements laid out above, identify the members of your application development team. As you do, consider the following questions:

- *Who will I need to collect the data described above? (Data wranglers)? Is there community data that we need?*
- *Who can help build connections with other efforts collecting similar data, such as strategic and program planning processes, accreditation, budgeting, annual reporting? (connectors)*
- *Who will be best able to examine these different data points, digest them, and synthesize them into an application? Who has the institutional perspective to understand the engagement enterprise? (core writing team)*
- *What internal and external stakeholders are needed to develop buy-in, to identify missing perspectives, or to educate about community engagement? (Review team)*

	<i>IEP</i>	<i>Carnegie</i>
<i>Data Wranglers: Who has access to and understands the data and information required to complete the application?</i>		
<i>Connectors: who can build connections with other efforts collecting similar data?</i>		
<i>Core writing team: Who has the institutional perspective needed to understand the engagement enterprise?</i>		
<i>Review team: What internal and external stakeholders are needed to examine the data and identify missing perspectives?</i>		

Worksheet 3: Selecting the most compelling evidence of impactful Engagement

The Carnegie Elective Classification and the IEP Designation application ask for examples of partnerships and engagement activities that demonstrate your institution’s commitment to and execution of engagement. However, they ask about these examples in different ways and emphasize different kinds of impacts. If you are collecting examples for both applications simultaneously you are likely to choose different examples of partnerships, or perhaps different dimensions or impacts of those partnerships.

Identify examples of partnerships that you might use to provide evidence for the two applications. While you are collecting these examples, you will want to consider the following:

- Which partnerships exhibit the most evolution toward mutuality, reciprocity, development of collective goals, and co-creation?
- Which have had the greatest impact on student success?
- Which have had the greatest impact on a goal or goals articulated by the community partner?
- Which have had the greatest impact on the region’s economic resilience?
- Which have demonstrated responsiveness to recent national and global events such as covid-19, global warming, and calls for justice reform?
- Do you have documentation to demonstrate these impacts?

<i>Partnership</i>	<i>IEP-relevant Impacts</i>	<i>Carnegie-relevant Impacts</i>
<i>Partnership 1</i>		
<i>Partnership 2</i>		
<i>Partnership 3</i>		
<i>Partnership 4</i>		