



The Carnegie Community Engagement Elective: Expanding Narratives through Practice

Community Engaged Scholarship Forum
University of Pittsburgh
March 7, 2023

ACE® American
Council on
Education®



Updates on Carnegie Elective Classifications





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.





Reimagining the Carnegie Classifications

Carnegie Classifications of Institutions of Higher Education

Universal Classifications

Elective Classifications

Basic Classifications

TO COME
Social/Economic Mobility

Community
Engagement


Leadership for
Public Purpose

TO COME

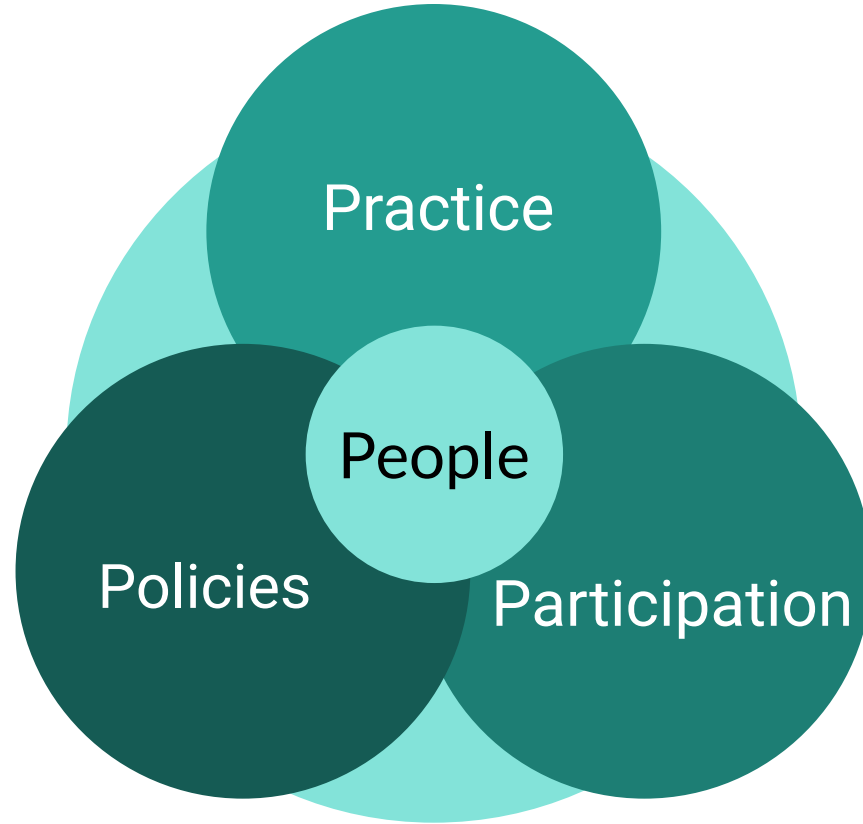
- Sustainability
- Indigenous Serving
- Military-Connected Students
- Justice-Impacted Students

Carnegie Elective Classifications



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People-centered Systems Change



People-Centered, Transformation Focused



Electives Team's Values and Goals

Elective
Classifications of and
by the field:
people-centered,
driven by equity and
collective action

Push without pulling
along: balanced rigor



Increase participation,
transparency & field
learning

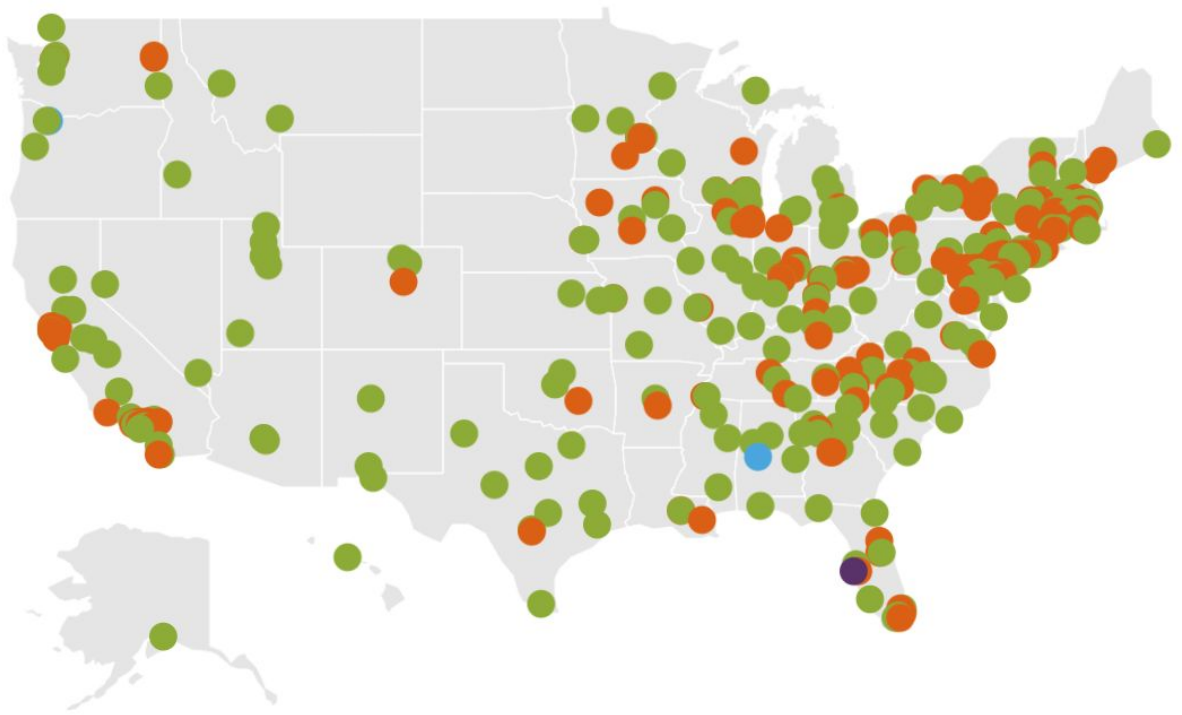
Understand and use
data: Who is
participating?
Where and how can
we do work better?

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Participation: Who & Why

356 campuses

are currently categorized under the
Elective Classification for Community
Engagement (2015 and 2020 cycles)



- Private
- Public
- Closed
- Consolidated

CARNEGIE ELECTIVE CLASSIFICATION FOR COMMUNITY ENGAGEMENT



356 campuses

are currently categorized under the
Elective Classification for Community
Engagement (2015 and 2020 cycles)

49 states and territories
are represented



16 community colleges
are represented

79 minority serving
institutions are
represented

5 HBCUs	1 PBI
49 HSIs	1 ANNH
21 AANAPISIs	2 NASNTIs

206

147

3

● Public ● Private ● Closed/Consolidated

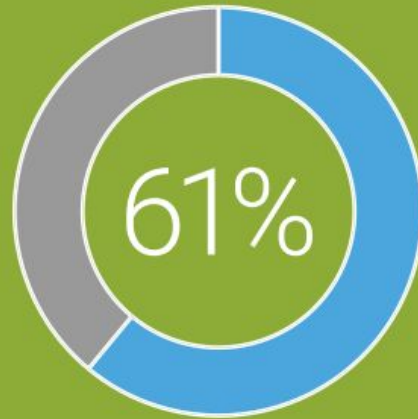
THIRD-TIME APPLICANTS:
Institutions Eligible for
Second Re-Classification
in 2024 or 2026

94
private

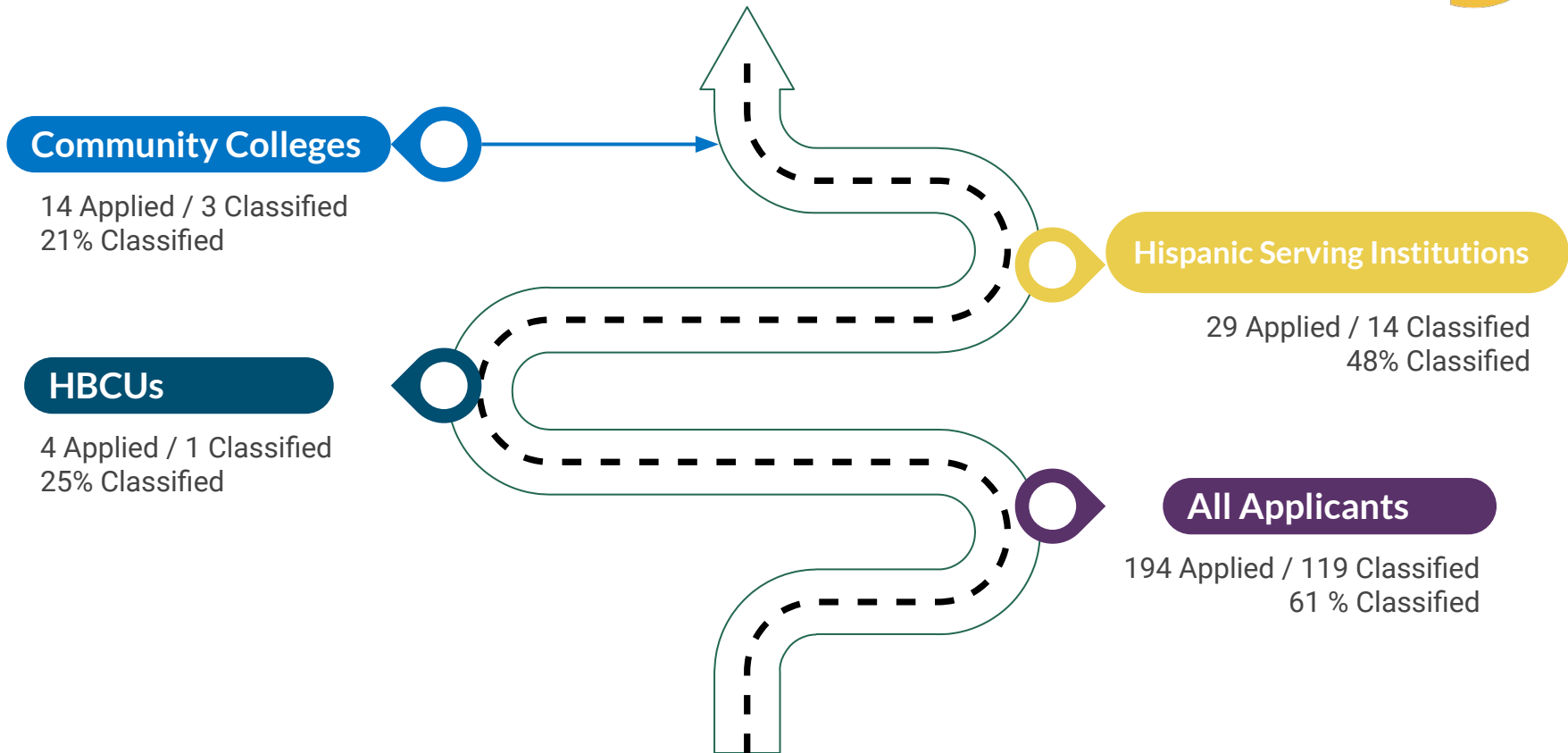
134
public

45 states and territories
are represented

**CLASSIFICATION
ATTAINMENT FROM 2020:
All Institutions**



Community Engagement Elective Classification Roadmap 2020 Application Cycle Data



Community Colleges

14 Applied / 3 Classified
21% Classified

HBCUs

4 Applied / 1 Classified
25% Classified

Hispanic Serving Institutions

29 Applied / 14 Classified
48% Classified

All Applicants

194 Applied / 119 Classified
61 % Classified



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.

Institutional Motivation



From the Director of the Center for Community engagement at a classified campus:

...this is one of the highest forms of recognition possible in our field.

... If you are at all interested in a process of self-assessment and quality improvement, applying for this Carnegie Classification is a fine way to achieve that goal.

...This opportunity allowed us to lift up elements of our institutional mission and distinctiveness that are not necessarily represented in the national data on colleges and universities, and it also helped us prepare for both re-accreditation and our current strategic planning process.



2022 Capacity-Building Programming: Community Engagement



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Practice: Documentation Framework



Framework Structure Revision

- ❖ Focus on smaller, thematic sections instead of large sections with sub-fields.
 - 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, most “tabular” questions have been replaced with narratives that request: “describe at least two but no more than four examples from the following practices, as they specifically relate to community engagement.”



Framework System Updates

- ❖ Integration of IPEDS data (enrollment, faculty, etc.)
- ❖ Equitable Sliding-Scale Fee Structure
- ❖ Community Partner Survey in Spanish
- ❖ Guides for Community Engagement First-Time and Re-Classification Frameworks

Elective Documentation Framework Questions



	First-Time	Re-Classification
2020 CE Classification	70	76
2024 CE Classification	62	68

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
12. Pathways for Student Development and Learning Through Community Engagement
13. Community Engagement and Other Initiatives
14. Reflection and Other Initiatives

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

Section 6: Infrastructure and Finance

- ❖ Describe the structure, staffing and purpose of the unit(s) responsible for coordinating community engagement activities.
- ❖ How is community engagement fiscally supported? Is funding permanent or temporary and are there sources from outside the institution (strategic fundraising, endowments & grants)?
- ❖ How does the campus fiscally invest in the surrounding region, specifically in local communities of color and/or other historically marginalized communities?
- ❖ How do the educational practices and business practices of the institution align around community engagement?



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

How does your institution understand the scope of community engagement and that these practices are sustainable?

- ❖ What is your institutional tracking and assessment infrastructure? Who gathers the data, how often, how is it managed, and how is it used?
 - Tracking community engagement activities
 - Assessing community engagement activities to improve practices
 - Collecting and assessing community perceptions of institutional engagement to improve practices
- ❖ What other campus-wide assessments or self-study of community engagement have taken place in the last five years?



Section 8: Outcomes and Impacts



What are the outcomes and impacts of CE on students, community partners, faculty, and the campus (holistically)?

- **Outcomes:** short-term and intermediate changes as a direct result of a CE activity
- **Impacts:** long-term consequence of CE - it is difficult to ascertain the exclusive impact of CE, but important to consider how the campus and community are working toward a collective impact strategy.



Section 8: Disaggregating Demographic Data



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.

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.

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Policies: Of & by the Field



Community Engagement Classification Consultants

As service to the field and campuses who are interested in hiring consultants generally, the Carnegie Elective Classifications team has provided training to individuals interested in developing their understanding of the Elective Classification for Community Engagement generally and its application processes in particular.

Twenty three (23) individuals were selected to:

- ❖ Build up skills and knowledge of the current (2024) Carnegie Elective Classification for Community Engagement Framework
- ❖ Build an understanding of the roles and responsibilities of Carnegie Elective Classification consultants
- ❖ Build a curriculum and that will be delivered as a training for future cohorts of Carnegie Elective Classification for Community Engagement consultants

Peer Review Process - Community Engagement



Acquire by Date

October 31, 2022:
Campuses applying for 2024 cycle must purchase application.

Call for Reviewers

November 14 - December 14, 2022:
Call for Reviewers (105 applicants)

Training Reviewers

January 2023 - March 2023:
Train reviewers and assign review teams

Reviews

May 15 - September 1, 2023:
Team-based reviews, 7-10 applications per reviewer. Senior review committee in Fall 2023

ACE Engage



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Documents

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Carnegie Community Enga...

ONLINE NOW

PROGRAM

Search this Program

Carnegie Community Engagement Elective

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Share what's on your mind...

SHOWING EVERYTHING

SORTED BY POPULAR NOW

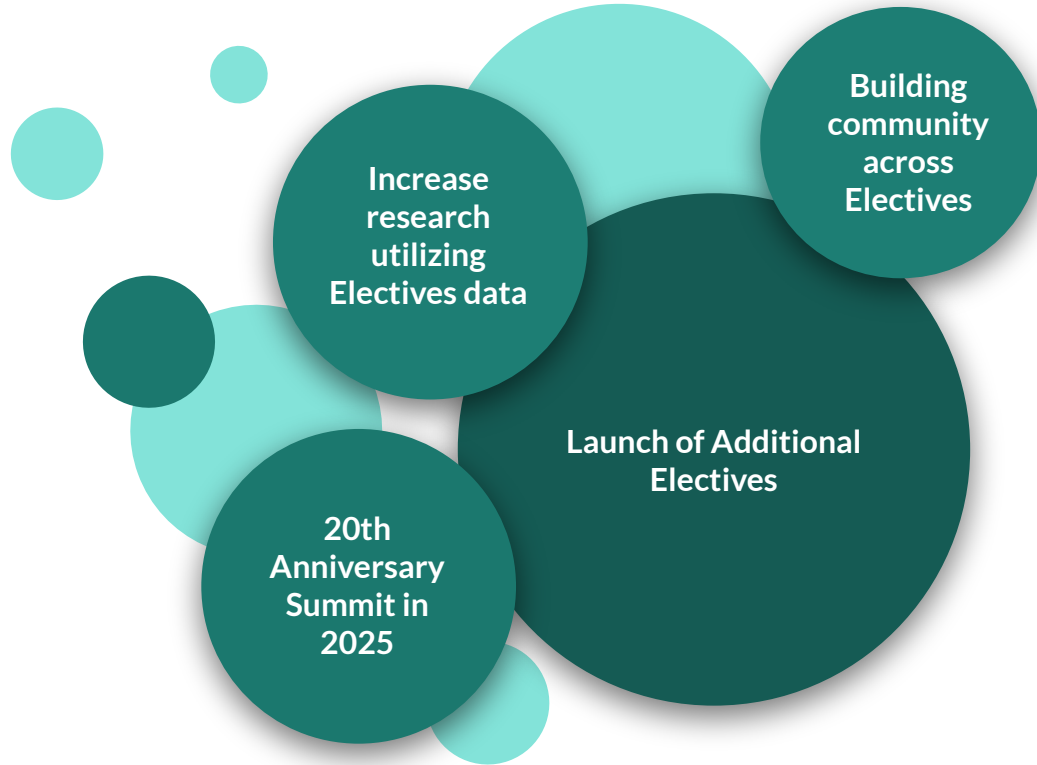
Tami Moore commented on this 3d ago

Lauren Bartshe
Admin

Welcome to the Carnegie Community Engagement Elective Classification on ACE Engage! Please introduce yourself below. What do you hope to gain from this community?



Future of the Elective Classifications



New Elective Classifications Development Roadmap



Announce Next Elective

Announcement of the next elective launch with timeline and criteria at ACE annual meeting in April 2023

Feasibility Study

December 2022- March 2023 - Execute feasibility study of 4 potential electives themes:

- Sustainability
- Indigenous Serving
- Student Veterans
- Justice-impacted students

Field Feedback

March 2023 - Following determination of next theme by Carnegie/ACE leadership identify field experts for feedback and input on criteria

Carnegie/ACE Retreat

October 2022- Retreat to identify potential elective themes

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