2015 Carnegie Community Engagement Reclassification...or Reprise
“...colleges and universities are one of the greatest hopes for intellectual and civic progress... I am convinced that for this hope to be fulfilled, the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement.”

Engagement as Strategy

Engagement is essential to effectively achieving the overall purpose of the university—mission, strategic direction.

The university, within the broader societal system, has responsibility to fuel knowledge creating, transfer and application to enhance societal purposes.

Engagement as Scholarship

Community Engagement is a METHOD—a way of doing teaching, learning, and research that involves “others” outside academia who have expertise, wisdom, insights and lived experience that is essential to the knowledge task at hand.

As a method, it is used in situations where it is the best fit for the question, problem, or learning goal.

B. Holland, 2012
Community Engagement describes the collaboration between higher education institutions 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.

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.

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php
Traditional Role--Generate & Transmit Knowledge: Research, Teaching, and Service

Emerging Role--Participate in a Learning Society through Engaged Discovery, Teaching and Learning
BLUF...

Community Engagement Classified Campuses have Internalized, Integrated, & Institutionalized Community Engagement
Proposition 1:

Engagement is achieved as part of institutional transformation and institutionalization
# Transformational Change

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<th>Pervasiveness</th>
<th>Depth</th>
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<td>Low</td>
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<td>Isolated Change (2)</td>
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<td>Low</td>
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<td>Far-Reaching Change (3)</td>
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<tr>
<td>High</td>
<td>High</td>
<td>Transformational Change (4)</td>
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Adapted from Eckel, Hill & Green, 1998
A proposition that emerges from this conceptual framework, and from the literature on both community engagement in higher education and institutional change, is that campuses that received the Elective Carnegie Classification for Community Engagement provided sufficient evidence to be located in or to be moving toward the fourth quadrant, demonstrating transformational change reflected in an institutional culture that values community engagement.
Proposition 2:

Multiple pathways to engagement are reflected in institutional engagement
Pathways to Community Engagement

1. The Civic Mission of Higher Education Mission Pathway
2. Improved Teaching and Learning Pedagogical Pathway
3. The New Production of Knowledge Epistemological Pathway
4. Connecting to the Community Partnership Pathway

J. Saltmarsh, NERCHE
311 applicants classified

173 public/138 private institutions
  ▪ 111 research universities
  ▪ 103 master’s colleges/universities
  ▪ 59 baccalaureate colleges
  ▪ 20 community colleges
  ▪ 8 specialized (arts, medicine, technology)
Percentage of Campuses in Basic Classification

Campuses that have the Carnegie Community Engagement Classification by Basic Classification as a percentage of total number of campuses in the Basic Classification

- ASSOC/PUB: R-M/R-L/S-SC/S-MC/U-MC/2in4: 2.0%
- BAC/A&S: 15.0%
- M: S/M/L: 15.7%
- R: DRU/H/VH: 35.5%
Who is here?

Overview of the 2015 Reappplication of Carnegie Community Engagement Classification

- Intent
- Content
- Process
- Advice
Who—which institutions
When
What—content
How
Who: Carnegie Foundation Community Engagement 2015 Reappplication

Institutions that received the classification in 2006 and 2008 and are seeking to retain the classification—need to reapply
Campuses classified in 2010 will not need to make any applications until 2020 (announced in 2018)
When: 2015 Classification Timeline

Timeline for both campuses that are applying for the first time and for the 2006 and 2008 classified campuses that are re-applying:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>January 2013</td>
<td>Announcement 2015 process</td>
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<tr>
<td>May 1, 2013</td>
<td>Deadline for registering</td>
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<tr>
<td>September 9, 2013</td>
<td>Release of applications</td>
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<tr>
<td>April 15, 2014</td>
<td>Applications Due/Reviewing begins</td>
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<tr>
<td>December 2014</td>
<td>Review Process completed/ campuses notified</td>
</tr>
<tr>
<td>January 2015</td>
<td>2015 classification results announced</td>
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</table>
Carnegie CE Framework Uses

- **O D Strategy**—encourages an inquiry process
- **Planning, Evaluation Tool**
- **Respects Diversity**—institutions, approaches
- **Utilizes Assessments/Data**—provides useful data for other purposes
- **Celebrates Good Work**
- **Best Practices**—promotes improvement
Evidence of changes that have taken place on campus (practices, structures, policies) to deepen community engagement and make it more pervasive, better integrated, & sustained across the institution.

Focus is on depth and quality within a sustainable institutional content, not greater quantity per se.
The reclassification documentation framework is intended to gather information about your institution's current community engagement commitments and activities as well as changes that have taken place since your campus last received the classification. The reclassification framework seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se. (The framework is for use as a reference and worksheet only. Please do not submit it as your application.)
University of New Hampshire Change Model: Engaged Scholarship

- Strategic Plan
- Accreditation
- Engaged Scholars Academy
- Carnegie Classification
- Re-Envisioning Engaged Scholarship
- Faculty Rewards
- Faculty Senate P&T
- Advisory Board Strategy
- Federal Grant Success
- Fundraising Success
Spoiler Alert...

- Reciprocity
- Assessment & Documentation
- Faculty Support & Rewards
- Integration & Alignment with Other Institutional Initiatives
As a core principle—there is a flow of knowledge, information, and benefits in both directions between the University and community partners

Reciprocity is what defines & distinguishes engagement: reciprocity = engagement
What: Content of Application

- Designed as an evidenced-based reflection process on what has changed since classification

- Structure for narratives that address
  - what currently exists (based on the most recent AY data)
  - what has changed since the last classification
  - relevant links to supporting evidence

- Example: “Briefly discuss any significant changes in mission, planning, etc., since the last classification, particularly focusing on evidence of encouraging deeper, more authentic collaboration and reciprocity in community partnerships”
Classification based on activities and processes that have been implemented, not those anticipated.

Data **most recent academic year**
- Completing application in AY 2013–2014, data reflect evidence from AY 2012–2013, if not indicate in Wrap Up

Provide **links** to campus web resources
Community Engagement Classification Application

- Foundational Indicators
  - Institutional Commitment
  - Institutional Identity & Culture

- Categories of Community Engagement
  - Curricular Engagement
  - Outreach and Partnerships

- Wrap Up
Revised Questions: Questions on faculty rewards and changes in promotion guidelines have been moved out of the “supplemental questions” into the standard questions in the framework.

New Supplemental Questions: Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Is community engagement connected to efforts aimed at student retention and success?

New Guide to Application
Documentation Framework
(can be downloaded at
http://classifications.carnegiefoundation.org/descriptions/community_engagement.php)

The Carnegie Foundation for the Advancement of Teaching

Elective Community Engagement Classification

2015 Documentation Reporting Form:
First-Time Classification Documentation Framework

Framework notes: To assist you in preparing your application, this framework includes various notes that provide additional guidance as to the purpose of certain application questions and the type of information that is expected in applicants’ responses. This guidance is shown in blue text throughout the framework below.

This documentation framework is intended to help you gather information about your institution's commitments and activities regarding community engagement as you complete the Documentation Reporting Form. (The framework is for use as a reference and worksheet only. Please do not submit it as your application.)

Data provided: The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.
Foundational Indicators

- Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

- Is community engagement defined and planned for in the strategic plans of the institution?

- Does the institution provide professional development support for faculty and/or staff who engage with community?

- Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise and commitment to community engagement?

- Are there institutional/departmental level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
Leadership Matters...
Foundational Indicators

- President/Chancellor Leadership Statement
  - Letter—perception of fit, institutionalization
  - Evidence of affirmation

- Institutional Identity & Culture

- Institutional Commitment
<table>
<thead>
<tr>
<th>Document excerpt</th>
<th>Web Link (if available)</th>
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<tbody>
<tr>
<td>Annual addresses/speeches</td>
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<td>Published editorials</td>
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<tr>
<td>Campus Publications</td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>
Foundational Indicators

- President/Chancellor Leadership Statement
- Institutional Commitment

- Institutional Identity & Culture
  - Definition
  - Priority in institution’s documents
  - Significant changes—strategic plans, funding, structure, executive leadership
<table>
<thead>
<tr>
<th>Document excerpt</th>
<th>Web Link (if available)</th>
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<tbody>
<tr>
<td>Mission or vision statement:</td>
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<tr>
<td>Strategic plan</td>
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<tr>
<td>Accreditation/reaffirmation document/QEP</td>
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<td>Other</td>
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</tbody>
</table>
Foundational Indicators

- President/Chancellor Leadership Statement
- Institutional Identity & Culture
- Institutional commitment
  - Infrastructure
  - Funding—
    - internal/external budget allocations
    - /fundraising
- Documentation & Assessment
  - Impact on students, faculty, community, institution
- Professional Development
- Faculty Roles & Rewards
  - Recruitment
  - Definition as scholarly work
  - Policies
  - Development for review
- Student Roles and Recognition
**Funding**

2.a. As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community?

   For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

2.b. As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community?

   For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

2.c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement?

   For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

2.d. In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.
Systems for Assessment
Assessment

- Tracking & documentation mechanisms to record engagement with community—who, how, how often, how are data used, changes
- Assessment & measurement—impact of CE on students, faculty, community, & institution

Feature in another place--
- Identify & assess student learning outcomes in curricular engagement
- Ongoing feedback mechanisms for partnerships
Faculty Rewards

"Behind one door is tenure - behind the other is flipping burgers at McDonald's."

Copyright © 2003 David Farley, d-farley@ibiblio.org
Questions on Faculty Roles and Rewards

- In the period since your successful classification, what, if any changes...?

- Is there an institutional definition of faculty scholarly work that uses community-engaged approaches and methods?

- Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
  - Is community engagement rewarded as one form of teaching and learning?
  - Is community engagement rewarded as one form of scholarship?
  - Is community engagement rewarded as one form of service?

- Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

- Is there professional development for faculty and administrators who review dossiers?

- If current policies do not specifically reward community engagement, is there work in progress?
“Engaged scholarship now subsumes the scholarship of application. It adds to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national and/or global communities and results in a written work shared with others in the discipline or field of study. Engaged scholarship conceptualizes ‘community groups’ as all those outside of academe and requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation.”
Documentation may include, but is not limited to,

i. Publications, such as books, book chapters, monographs, and journal articles

ii. Reports, including technical reports, reports prepared for a community partner or to be submitted by a community partner...

xiv. Letters from external colleagues, external agencies, or organizations attesting to the quality and value of the work

Stewards of Place II
Sandmann Recommendations

- Northern Kentucky – Guidelines for P & T
- Syracuse University – Faculty Manual
- University of Memphis – Faculty Handbook
- UNC– Greensboro
  - Community Engagement
  - Community–Engaged Scholarship
  - Community–Engaged Research/Creative Activity
  - Community–Engaged Teaching
  - Community–Engaged Service

Document of UNCG terms and definitions at http://communityengagement.uncg.edu
Curriculum Engagement

“Curricular Engagement describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.”

- What has Changed—
  - definition, approving courses, etc.
  - assessing learning outcomes
  - integration into curricular activities
- Current Data
- Faculty Scholarship
- Summary Narrative
<table>
<thead>
<tr>
<th>Number of service learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
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<tr>
<td>Number of departments represented by these courses</td>
<td>Change in number of departments since last application</td>
<td>Percentage of total departments</td>
<td>Percent change in departments since last application.</td>
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<tr>
<td>Number of faculty who taught service learning courses</td>
<td>Change in number of faculty since the last application</td>
<td>Percentage of total faculty</td>
<td>Percent change in number of faculty since last application</td>
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<tr>
<td>Number of students participating in service learning courses</td>
<td>Change in number of students since last application</td>
<td>Percentage of total student</td>
<td>Percent change since last application.</td>
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<td><strong>Curricular Activity</strong></td>
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<td><strong>What has changed since last classification</strong></td>
<td><strong>Web Link (if available)</strong></td>
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<td>Student Research</td>
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<td>Student Leadership/Courses</td>
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<td>Internships/Co-ops</td>
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<td>Study Abroad</td>
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<td>Other</td>
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<tr>
<td>Curriculum</td>
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<td>What has changed since last classification</td>
<td>Web Link (if available)</td>
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<td>Core Course</td>
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<td>First Year Experience Courses</td>
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<td>Other:</td>
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Possibilities for alignment with other campus priorities and initiatives to achieve greater impact

- first-year programs that include community engagement
- learning communities in which community engagement is integrated into the design
- diversity initiatives that explicitly link active and collaborative community–based teaching and learning with the academic success of underrepresented students
- QEP
- Issue initiatives–ex. obesity

**Collaborative internal practices that integrate disparate initiatives into more coherent community engagement efforts**
8. Provide a narrative summary describing overall changes and trends that have taken place related to curricular engagement on campus since the last application. 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.
“Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).”

- What has Changed
- Current Data
- Faculty Scholarship
- Summary Narrative
3. Describe new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.

4. In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, reflect on what has changes in the quality, quantity, and impact of your partnership activity.

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

6. How are partnerships assessed; what have you learned from your assessments since your last classification; and how is assessment data shared?
How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (technical reports, curriculum, research reports, policy reports, publications, etc.)?

Provide five examples of faculty scholarship conducted with community benefit to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.
How: Reaplication Process

- Check out first time application for embedded guide in the documentation planning process
- Form a cross-institutional team with community representation
- Describe successes as well as activities that didn't go as planned (learning and improvement)
- Be judicious in selecting the most important and compelling evidence
- Each section of the application has word limits
Advice: Preparing for the Application

- Identify appropriate key people
- Form a committee, including community
- Set timelines and schedules
- Set an inquiry agenda
- Scan available data
- Seek executive support

If you can’t get past the initial sections, don’t reapply now, use the application to expand your engagement campus agenda
Clarify community engagement agenda on campus (town hall meetings, convocations, symposia)
Inform others about community engagement
Connect discussions/work to executive leadership, deans, and chairs (and what they care about)
Build connections across campus (other units, strategic initiatives)
Building connections with community partners, new and old
Find ways to develop new leaders, new advocates, new allies & augmented understanding of CE activities
*** ANNOUNCEMENT: The deadline for requesting the 2015 Community Engagement Classification application has passed. Institutions interested in applying are invited to do so in the next application round ***

This web page provides information and resources related to the Carnegie Foundation for the Advancement of Teaching’s Elective Community Engagement Classification

NERCHE provides this information through its role as the Administrative Partner in collaboration with the Carnegie Foundation

NERCHE and the Carnegie Foundation Resources
- 2010 Sample Applications
- 2008 Sample Applications
- Institutes, Workshops, and Training
- Publications

http://www.nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92
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