2015 Carnegie Community Engagement Reclassification...or Reprise

Lorilee R. Sandmann, Ph.D.

Professor
University of Georgia
Engagement Scholarship Consortium Conference
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"...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."

Boyer, E.L. (1996). The Scholarship of Engagement. *Journal of Public Service & Outreach 1*(1), 9–20.

Engagement Embraced as a Strategic & Scholarly Strategy

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

A SEA CHANGE

- *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
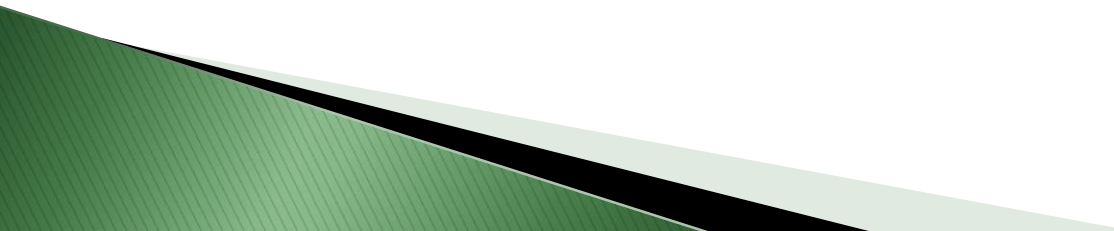
Community Engagement

Proposition 1:

Engagement is achieved as part of institutional transformation and institutionalization

Transformational Change

Depth		
	Low	High
Pervasiveness Low	Adjustment (1)	Isolated Change (2)
High	Far–Reaching Change (3)	Transformational Change (4)

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

The Civic Mission of Higher Education
Mission Pathway

Improved Teaching and Learning
Pedagogical Pathway

Community Engagement

Connecting to the Community
Partnership Pathway

The New Production of Knowledge
Epistemological Pathway

J. Saltmarsh, NERCHE

Classified Campuses
2006, 2008, & 2010

▸ 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)

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

Institutional Type (Basic Classification)

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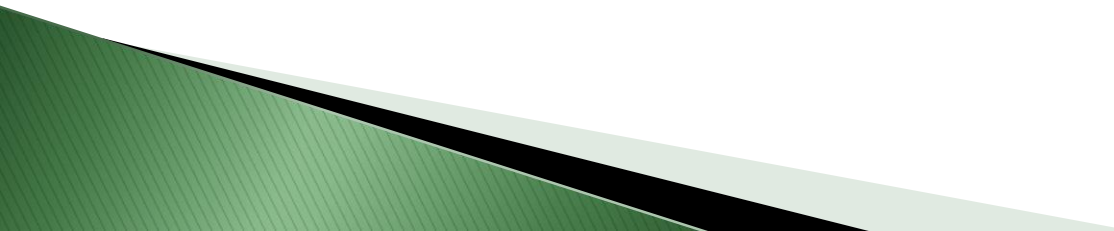- BAC/A&S — 15.0%
- M: S/M/L — 15.7%
- R: DRU/H/VH — 35.5%

Percentage of Campuses in Basic Classification

Today--

- Who is here?

- Overview of the 2015 Reapplication of Carnegie Community Engagement Classification

  - Intent
  - Content
  - Process
  - Advice

- Who—which institutions
- When
- What—content
- How

Who: Carnegie Foundation Community Engagement 2015 Reapplication

Institutions that received the classification in 2006 and 2008 and are seeking to retain the classification—*need to reapply*

NEED NOT APPLY

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:

2015 Community Engagement Classification Timeline	
January 2013	Announcement 2015 process
May 1, 2013	Deadline for registering
September 9, 2013	Release of applications
April 15, 2014	Applications Due/Reviewing begins
December 2014	Review Process completed/ campuses notified
January 2015	2015 classification results announced

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

Intent of Reapplication

- **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 CARNEGIE FOUNDATION
for the ADVANCEMENT *of* TEACHING

***The Carnegie Foundation for the Advancement of Teaching
Elective Community Engagement Classification***

2015 Documentation Reporting Form:

Reclassification Documentation Framework

(for campuses that received the Classification in 2006 or 2008)

The reclassification documentation framework is intended to gather information about your institution's current community engagement commitments and activities as well 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

© Julie E. Williams, Ph.D.
Associate Vice President

Spoiler Alert...

- Reciprocity

- Assessment & Documentation

- Faculty Support & Rewards

- Integration & Alignment with Other Institutional Initiatives

Reciprocity

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

Data Provided

- 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**

2015 Overall Classification Framework

- **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**

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.

NERCHE

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**

Document excerpt	Web Link (if available)
Annual addresses/speeches	
Published editorials	
Campus Publications	
Other	

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

Document excerpt	Web Link (if available)
Mission or vision statement:	
Strategic plan	
Accreditation/reaffirmation document/QEP	
Other	

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.

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

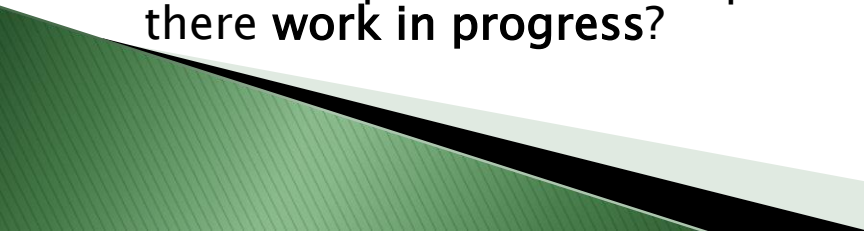~~~~~~

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."

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**?

Examples of Revised Promotion & Tenure Guidelines

"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."

Stewards of Place II

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*

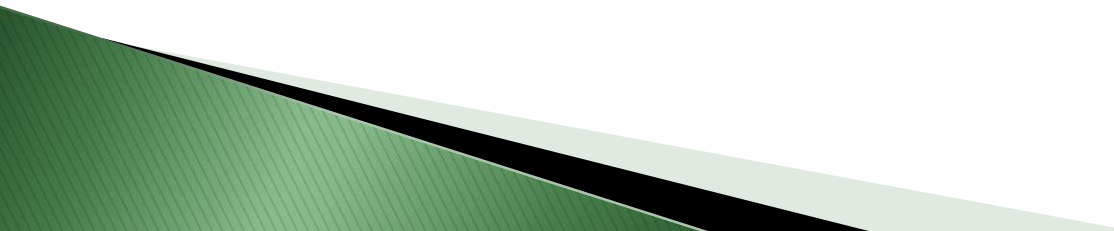| Number of service learning courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
Number of departments represented by these courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
Number of faculty who taught service learning courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
Number of students participating in service learning courses	Change in number of students since last application	Percentage of total student	Percent change since last application.

Curricular Activity	Yes	What has changed since last classification	Web Link (if available)
Student Research			
Student LeadershipCourses			
Internships/Co--ops			
Study Abroad			
Other			

Curriculum	Yes	What has changed since last classification	Web Link (if available)
Core Course			
General Education			
First Year Experience Courses			
Capstone (Senior Level Project)			
In the Majors			
Graduate Studies			
Other:			

Integrate…make it pervasive

- 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
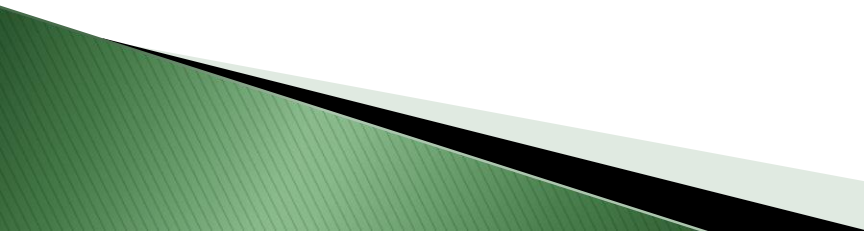 - QEP
  - Issue initiatives-ex. obesity

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.
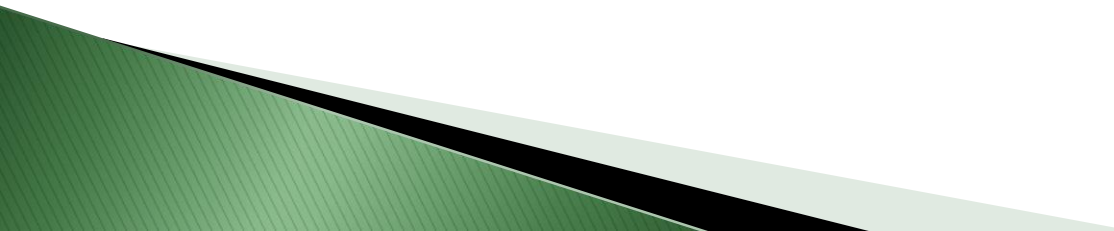
Outreach & Partnerships

- "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*

Partnerships

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: Reapplication 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

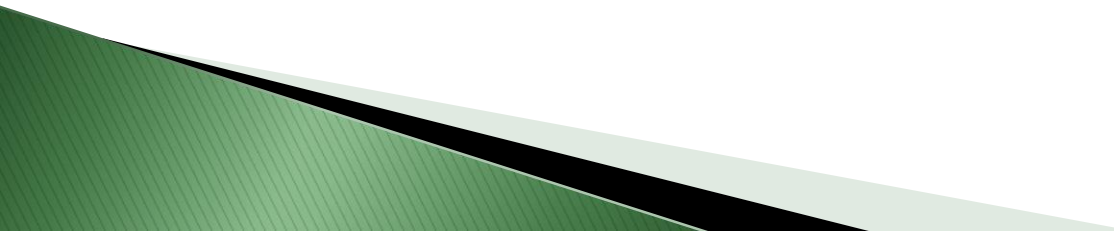# Advice: Preparing for the Application

- 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*

Do <u>NOT</u> do it for Carnegie; Do it for your own self-interests

- 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

Resources

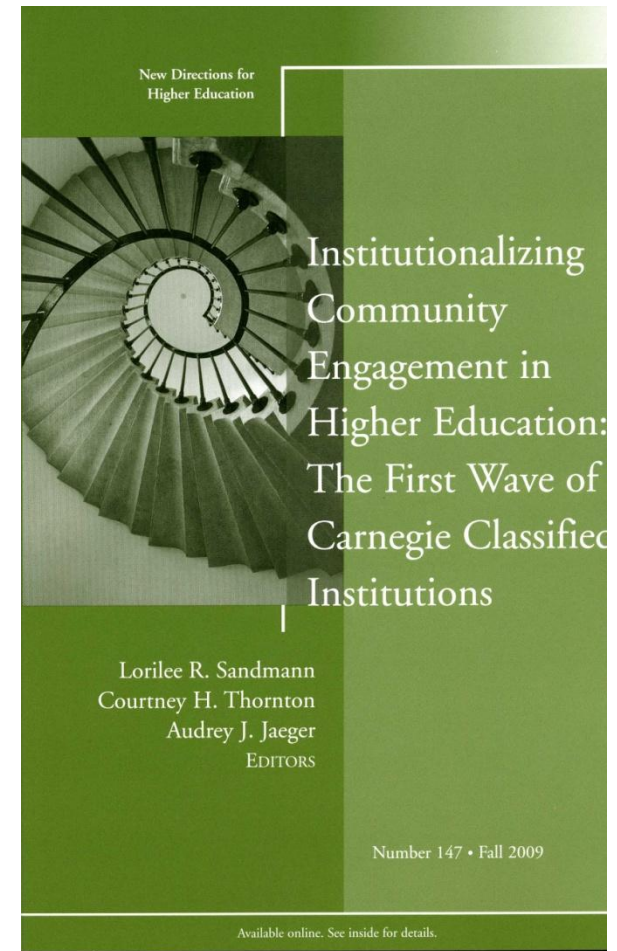Carnegie Foundation for the Advancement of Teaching

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

NERCHE

www.nerche.org

- ▸ *** 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

New Directions for Higher Education

Institutionalizing Community Engagement in Higher Education: The First Wave of Carnegie Classified Institutions

Lorilee R. Sandmann
Courtney H. Thornton
Audrey J. Jaeger
EDITORS

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Available online. See inside for details.

Contacts

Amy Driscoll
Carnegie Foundation

John Saltmarsh
NERCHE
617.287.7743
john.saltmarsh@umb.edu

Lorilee R. Sandmann
University of Georgia
706.542.4014
sandmann@uga.edu