The Carnegie Elective Classification for Community Engagement

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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
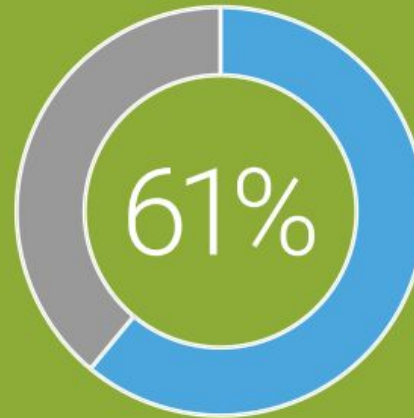
2024 Classification Cycle Timeline

Carnegie Elective Classification for Community Engagement Application Timeline

January 27, 2022
Framework release (including application questions)

March 1, 2022
Application available on GivePulse

October 31, 2022
Deadline to secure application and initiate process

May 1, 2023
Application deadline

December 2023
Notification to campuses of their classification status

January 2024
Public announcement of 2024 Carnegie Elective Classification for Community Engagement designated campuses
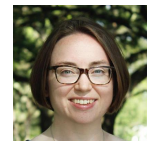
2026 Cycle Timeline

2026 Carnegie Elective Classification for Community Engagement Application Timeline

November 4, 2024
Deadline to secure application and initiate process

December 2025
Notification to campuses of their classification status

January 26, 2024
Applications Available on GivePulse and Carnegie Elective Classifications Website

April 1, 2025
Application deadline

January 2026
Public announcement of 2026 Carnegie Elective Classification for Community Engagement designated campuses

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.
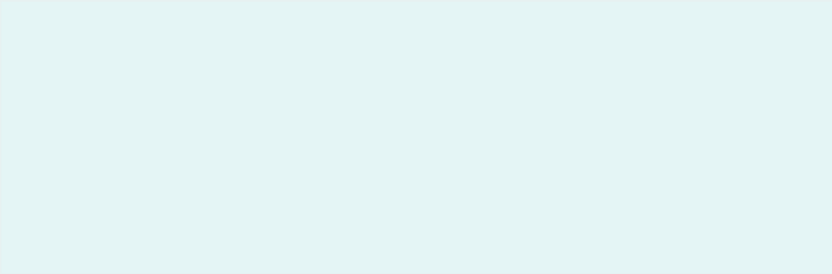
Campuses that classified in 2006, 2008, or 2010 and have not reclassified will need to apply using the first time classification framework.

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 higher education institutions and 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]
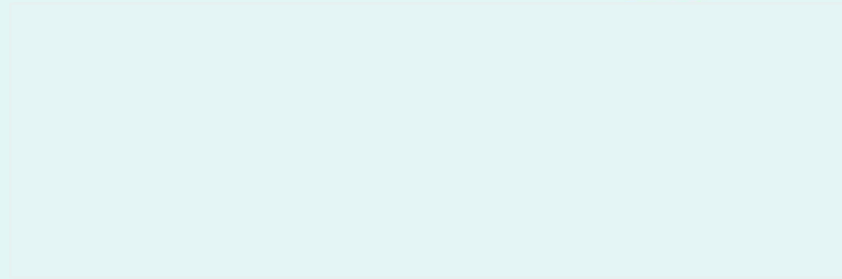
Community-engaged vs Community-based

Community-engaged	Community-based
❖ Campus and community share decision-making power ❖ Campus and community co-define problems and co-create goals and outcomes ❖ Asset-based: strengths, skills, and knowledges of those in the community are validated and legitimized	❖ Campus holds decision-making power ❖ Campus defines the problems, goals, and outcomes ❖ Campus knowledge prioritized

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

Pathways to Community Engagement = Pathways to a Team

- The Civic Mission of Higher Education

- Connecting to the Community

Mission Pathway

Partnership Pathway

Community Engagement

Epistemological Pathway

Pedagogical Pathway

- The New Production of Knowledge

- Improved Teaching and Learning

Example: University of La Verne's 2015 classification team

| **Mission**	**Partnerships**
### Vision, Mission, and Core Values 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. **University Mission** 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 life-long learning across the liberal arts and professional programs. **Core Values of the University of La Verne** - **Ethical Reasoning:** 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. - **Diversity and Inclusivity:** 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. - **Lifelong Learning:** 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. - **Civic and Community Engagement:** The university asserts a commitment to improving and enhancing local, regional, and global communities.	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. 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.
Epistemology - Community-based Research projects	**Pedagogy** - Engaged Departments - Faculty Development - Partnership with Teaching and Learning - Community as Co-educator model

Institutional Team

Institution & Community

Secondary Team
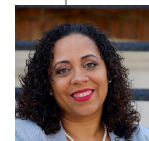
Core Team
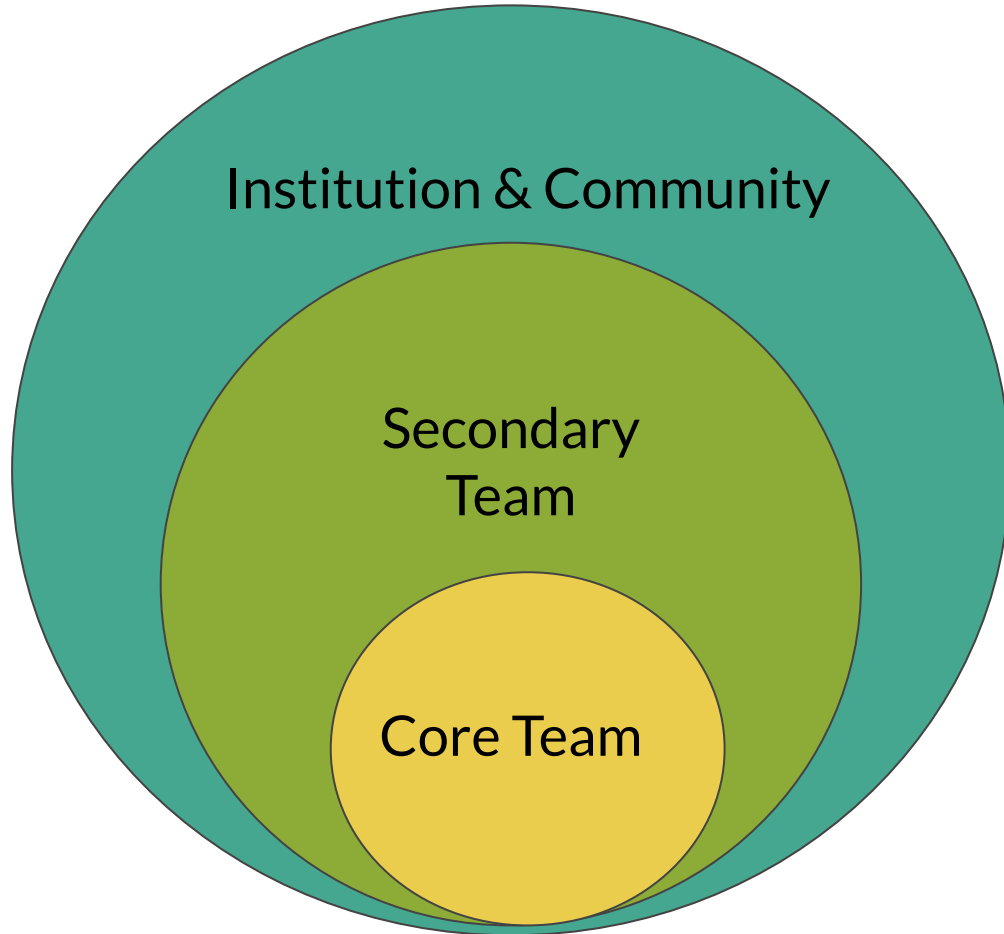
Breakout:

Who should be included on your classification team?

Forming a Team

1. Who should be on the working group guiding the classification process?
   a. Who has the data or can collect it for you?
   b. Who can serve as your team's data collectors?
   c. What voices and perspectives do we want at the table?

2. Where do we want buy-in for the process?

3. Who do we want to educate about community engagement?

Breakout:

What evidence might you need and where might it be found? How can we align data?

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?
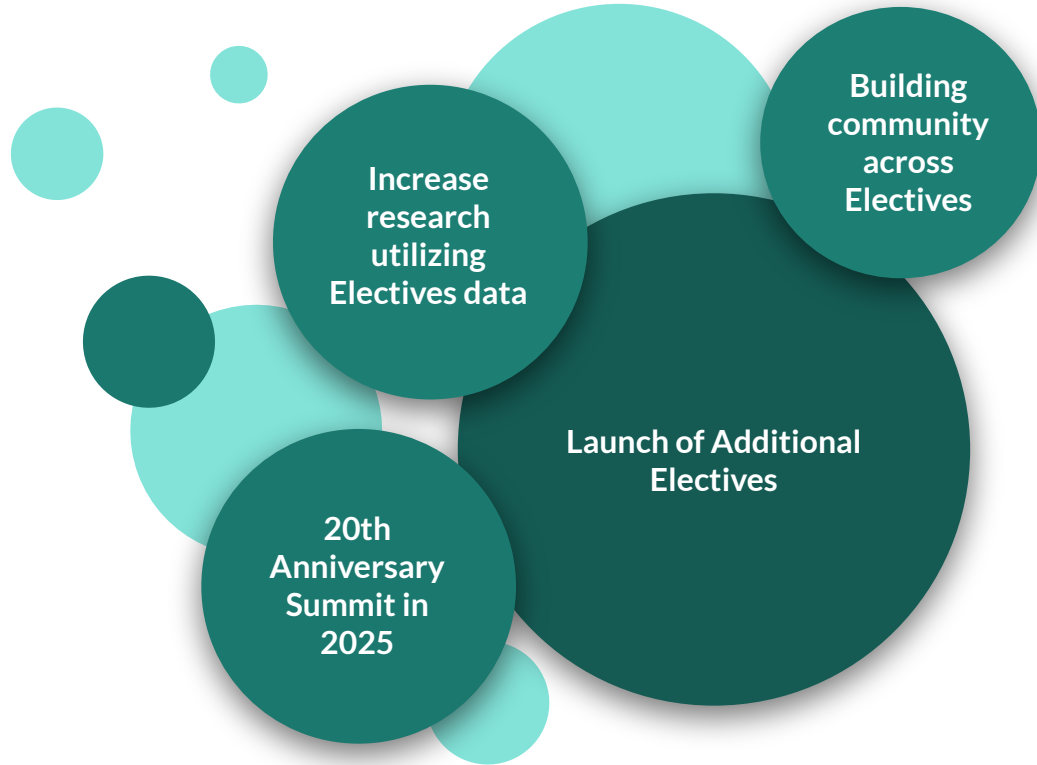
ACE Engage

Future of the Elective Classifications

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 • Instructional Innovation & Improvement • Etc.

Carnegie Elective Classifications